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AUTHOR Quezada, Shelley; Nickse, Ruth S.

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ABSTRACT

This handbook records the joint planning process for development of a family literacy program suited to each of six Massachusetts communities. Part 1 discusses the national background to collaborative projects, national educational goals and concept of family and intergenerational literacy programs, justification for family literacy, libraries' role in family literacy, and sources for funding and technical assistance. Part 2 focuses on the Community Collaborations for Family Literacy Project. It discusses background and need in Massachusetts, the state context, project design, project methodology, technical assistance and events, project evaluation, data gathering methods, impact, and evaluation results. Part 3 reports lessons learned: reasons for community participation, characteristics of successful collaboration, elements of successful collaboration, key elements of collaboration in support of family literacy, and barriers to collaboration. Part 4 provides steps for local communities to consider in the development of a collaborative project: guidelines for effective community collaborations, 3 steps for Massachusetts Board of Library Commissioners, 11 steps for state policy makers, and steps to teach collaboration skills. Appendixes include the following: 40-item annotated family literacy resource collection for parents and teachers, 44 resources for family literacy and community collaboration program development, 8 audio/video resources, and project instruments and agendas. (YLB)



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# COMMUNITY COLLABORATIONS FOR FAMILY LITERACY HANDBOOK

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## *DEDICATION*

*At the end of a very exciting sixteen month project which was fraught with many challenges and great joy there has been one tragic occurrence. Margy Akillian, inspirational adult education teacher who worked with parents in the Brockton Family Literacy program was struck down by a massive heart attack on January 22, 1992. She died without regaining consciousness three weeks later. Throughout the course of this project and in putting together this handbook, snatches of comments written by Margy have surfaced in our notes. We have been reminded of her constantly from site visits and by way of letters and comments which she shared with the project staff.*

*She summed up her desire to participate in this collaboration in the following manner. "For nine years I was a Chapter I primary language teacher in Brockton. An integral part of this job was to make home visits in order to train parents to assist their children. After a three year hiatus to begin my family, I returned as an instructor of beginning reading and coordinator of volunteers. My personal background as mother of two sons ages seven and eight, allows me to field-test methods, share successful techniques and have full compassion for my students in their toughest assignment, parenting!"*

*For her commitment to the families she so lovingly served, the inspiration she promoted among her colleagues and for her strong belief in the concept of family literacy, this handbook is dedicated to the memory of Margy Akillian.*

# Community Collaborations for Family Literacy Handbook

*Written by*

Shelley Quezada,
Consultant to the Unserved,
Massachusetts Board of Library Commissioners

*and*

Ruth S. Nickse,
Nickse Associates, Brookline, Massachusetts

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The Massachusetts Board of Library Commissioners
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Boston, Massachusetts 02215

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# COMMUNITY COLLABORATIONS FOR FAMILY LITERACY HANDBOOK

## Executive Summary

The Massachusetts Board of Library Commissioners (MBLC), the state library agency, received a LSCA Title VI grant from the U.S. Department of Education for FY 90-91 to develop a project called **Community Collaborations for Family Literacy.** This sixteen-month study involved a total of more than 40 leaders in six communities. They represented various social and educational services in a joint development project. The purpose was to improve the ability of public libraries to serve the needs of at- risk families by planning for the development of a family literacy program suited to each community. It was hoped that this project would result in a viable community effort and at the same time enable others to learn from the experience.

Each local library coordinated a team of representatives from adult basic education, Chapter I programs and family support services. Each of the six community teams (which varied in size and composition) held a series of planning meetings during a nine month period and were invited at the end of that time to submit a letter of intent for federal FY 92 LSCA Title I funds administered by the state library agency.

The local teams, who had little or no prior experience in collaborative planning for community services delivery, were aided by the project staff in several ways through: information sharing and access including a special, invitational, state-wide family literacy conference; site visits by staff to each community; provision of new books, research articles and program materials on family literacy to each library; special mailings and on-going technical assistance.

Community teams took the responsibility of keeping track of their planning efforts by documenting meetings, the barriers and solutions to collaboration, and other evidence of their working together in blank notebooks issued for this purpose. An outcome of this project was the publication of this document, *A Community Collaborations for Family Literacy, Handbook* written by project staff based upon the collective experience of the six communities.

Methods of data collection included: review of site notebooks, evaluations of conferences and workshops, in-depth interviews with participants; site visit notes; and an evaluation workshop which took place near the end of the project. Results of the project include: a unique, new and positive experience in community planning for the majority of participants; the use of the collaborative community development process which resulted in five proposals for LSCA Title I funding; successful submission by one community for an EVEN START grant attributed, in part, to this project; submission of two proposals to LSCA Title VI (Federal Library Literacy program); and publication of the Handbook which records the joint planning process in each community.

Participants agreed that this project created an unusual opportunity for local networking and planning within a supportive framework which increased their knowledge of family

literacy, reduced isolation and overlapping services, changed their conception of service from a focus on individuals to a focus on families, inspired them to plan collaboratively for family literacy program, and resulted in the writing of successful proposals which earned funding for several communities to date.

Additionally, in part in response to the interest generated by this project, the State Bureau of Adult Education has identified family literacy as a priority and has assigned an educational consultant to develop programs and provide services. Further, conference participants from a broad range of adult education, library, family and school programs indicated that they would pursue further funding for initiating family literacy projects in their communities as a result of their attendance at the state- wide conference. Within the library community alone, 18 public libraries applied for LSCA Title I funding in FY91 as a result of their participation in the conference. Lastly, the project promoted the introduction of a new statewide policy initiative in family literacy within the Governor's Education Reform Bill of 1992.

## PART ONE: INTRODUCTION AND NATIONAL BACKGROUND

Family literacy is an emerging discipline in adult education which focuses on improving the basic literacy level of the adult who is also a parent and which will impact upon the literacy level of the child. Programs are currently taking place in early childhood education centers, school based Chapter One programs, adult basic education programs, libraries, the workplace, bilingual education programs and in privately or corporately funded centers.

Although family literacy programs use a variety of approaches, they share some of the following characteristics:

- programs target individuals who are family members in need of basic skills, particularly literacy development.
- program design is conceptualized around the needs of the individual as part of a family unit; thus it includes information such as parenting, handling stress, money management, children's schooling , and other functional content.
- quality programs are developed based on a community needs assessment and increasingly reflect a collaboration based on the complex nature of how families work; therefore programs necessitate forming partnerships between those providing services to adults and as well as to children.
- literacy, pre-literacy and developmentally appropriate activities for children are frequently included as a program component.

### National Movement Toward Collaborative Projects

Traditionally, the human service needs of adults and children have been met by a virtual army of workers employed in diverse agencies and organizations. For the most part these have been parallel efforts. Child care and social workers, early childhood and adult basic education teachers, librarians, welfare and family support workers and policy makers at the local, state and national level have concerned themselves with the needs of disadvantaged children and adults. Despite large investments of resources, an all too fragmented system frequently fails the families with which it is involved.

Many services are crisis-oriented, rather than preventive, designed to address problems which have already occurred. The current system of social welfare and education divides the problems of families into distinct and rigid categories, failing to reflect their interrelated causes and solutions, and also their intergenerational nature. Poor communication among the myriad public and private agencies and a system of turf protection prevents active collaboration, although the general missions of the agencies are similar and the target population often the same families. Agencies, while employing well trained professionals, simply do not have the expertise in the multiple areas needed to provide comprehensive services. A new paradigm is needed.

Models of human service delivery are under development that involve structuring interagency partnerships and collaborations to connect children and adults to more comprehensive services. The approach has been a key component of family literacy programs. One of the earliest family literacy programs was deliberately named "Collaborations for Literacy," to accurately describe this structure and in recognition of its interagency partnerships.

However, acknowledging the need to work in cooperative arrangements is necessary but insufficient— participation in a collaborative partnership is a new way of working together that must be learned through practice. Collaborations are dynamic, are often difficult to organize and maintain, and yet they are well worth the effort. They have the potential to provide better organized and effective services and perhaps will eventually lower the costs of human services. Too often, however, partnerships are thrown together in funding proposals with little regard to the actual steps involved in developing successful cooperation. Too little time spent in planning and in working together can mean the downfall of otherwise well meaning collaborations or unpleasant and difficult relationships.

**The National Literacy Act of 1991 and America 2000**

Quoting from Thomas Jefferson who declared,'A nation that expects to be ignorant and free expects what never was and never will be', President George Bush signed the National Literacy Act of 1991 into law on July 25, 1991. The National Literacy Act represents the most comprehensive and serious legislation to address the literacy needs of adults in this country who lack the basic skills of reading, writing, computation and oral communication. It has implications for libraries, the workforce, and adult, early childhood and secondary education. It encourages the development of demonstration literacy projects in prisons and pays significant attention to a growing need to address the literacy needs of adults and children in a family context.

**Highlights of the bill include:**

- the establishment of a National Institute for Literacy to coordinate federal literacy programs and conduct research into programs and issues.
- a grant program to establish State Literacy Resource Centers to provide training and coordination of federal, state and local programs.
- aid to set up a National Workforce Literacy Assistance Collaborative to assist small and medium size businesses to develop literacy programs.
- the expansion of EVEN START from a federal to state program as the EVEN START Family Literacy program.
- opportunities to expand Workplace Literacy Partnerships.
- continued support of the Vista volunteers for Literacy program.
- monies to establish competitive "Gateway Grants" to public housing authorities for literacy programs.
- the inclusion of a discretionary grants program to states for demonstration literacy projects for the incarcerated.

Of the changes which may have the most relevance to libraries or to community agencies with which they work are changes in the language of this State Basic Grant program under the Adult Education Act which requires that states provide direct and equitable access to Federal adult education funds by LEAs (Local Education Associations), and public or private nonprofit agencies, community-based organizations, agencies responsible for cor-

rections education, and postsecondary educational institutions and those which serve educationally disadvantaged adults.

The 1991 National Literacy Act also provides 2 million dollars each year for the next four years to fund the Corporation for Public Broadcasting to develop Family Literacy Public Broadcasting. Designation of these funds in a federal program shows recognition of the power of the media to motivate parents to have greater involvement in the literacy development of their children. **Project Literacy US (PLUS)** began highlighting family literacy as one of its top priorities, recognizing that a love of reading must be fostered in the family if it is to flourish in the schoolroom.

The National Literacy Act acknowledges the value of collaborative efforts by encouraging each state to set up an Advisory Council on Adult Education and Literacy to include a representative cross section from public education, workforce, human service agencies and libraries.

## The National Educational Goals

The monies earmarked for support of adult and family literacy in the National Literacy Act must be considered within the context of major reforms which are being proposed for the American educational system. Two years ago, President Bush and the nation's governors convened an educational summit and formulated six national goals to be reached by the turn of the century. Among the two goals which speak most directly to the issue of family literacy are:

Goal One: All children in American will start school ready to learn, and Goal Five: Every Adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

These lofty goals are totally interconnected and basically unachievable if not examined as two halves of a larger issue. For if, as a nation, we are truly serious about meeting the educational needs of our children, this can best be accomplished by addressing the literacy needs of their parents.

Early research would indicate that providing support for family literacy is the soundest and most effective way to move a set of educational goals beyond the platitudes and glittering statements about school reform into the reality of the American family unit, for it is only at this level that we can ultimately break the widening cycle of intergenerational illiteracy.

## The Concept of Family and Intergenerational Literacy Programs

The concept of family and intergenerational literacy programs emerged in practice in several early demonstration projects in the 1984, and has proliferated rapidly to embrace a wide variety of activities that unite adults and children in literacy improvement efforts. The idea appeals to a broad audience of theorists, program designers, funders and legislators who find the concept attractive. The improvement of adults' basic skills and that of children in the same intervention combines agendas of mutual importance.

The advantages of a family or intergenerational approach are thought to increase motivation for literacy development among adults and children, and to provide opportunities for closeness and shared activities: in short, the joy of reading. To date however, there is little evidence that these expectations may be confirmed. Early research findings (Nickse, Askov) appear generally promising, however, and major research efforts are underway to test this hypothesis.

For example, the national evaluation of **EVEN START** should provide some concrete data from across the nation on effectiveness of certain types of family literacy programs. The results of this study will be delivered to Congress by the U. S. Department of Education in 1993. This study describes more than 150 demonstration programs serving several thousands of low literate families with children ages 0-7 who are eligible for family literacy services, and examines the effects of participation on them.

While results of objective and controlled studies to prove the merit of the idea are awaited, examples of practice deemed "successful" by both participants and staffs involved in programs abound, and seem to confirm early hopes. Parents and adults reading to and with children are having fun enjoying a new relationship and, it is hoped, improving a range of literacy skills and behaviors. Initial evaluation of EVEN START programs nationally, show that collaboration is a key element in succesful programs.

## The Research Background: The Importance of Story Book Reading

The goal of a family literacy program is to enhance the lives of parents and children through the joy of reading, and not incidentally, to also improve the literacy skills, attitudes, values and behaviors of both. Evidence from adult basic education, early childhood education, cognitive science, emergent literacy and family systems theory tells of the importance of adults in children's early literacy development. Sharing books in families, when appropriately undertaken, sets a pattern for talking together about things and ideas, and adds to the pleasure of each other's company. Through shared activities, the social uses of literacy are incorporated along with orientations to concepts about books and print materials, and the cognitive tasks of asking and answering questions which are so important to the children's school success. The development of concepts about reading and writing at home, before children enter school, is the subject of fascinating studies in an area of reading called emergent literacy.

Most middle class homes in which we grew up helped create literate atmospheres, with parents as reading and writing models, and books, newspapers, and the tools of literacy available and freely used by both parents and children. By 18 months, many young children in these homes have a grasp of story book concepts and are learning to distinguish the different parts of a book and understand its use.

However, low literate parents may not, for a variety of reasons, read to and with their children. They may be unaware that reading together helps builds skills, or, reading may not be a family or community habit. The parents themselves may be too poor to buy books, or too poorly skilled and embarrassed by their own faulty reading to attempt reading to their children. They may not feel comfortable in their local libraries-perhaps they have never been inside them. It is these parents and primary caretakers that family and intergenerational literacy programs target for assistance.

*" SLAM, BANG, BOP - the Big Billy Goat Gruff knocks the Troll off the bridge forever, and Little Billy Goat Gruff, Bigger Billy Goat Gruff and Big Billy Goat Gruff safely cross the bridge to the bright green grass. The End."*

*As the parent reads to the young child both are engrossed, sitting close together, studying the brightly colored pages. Even though the parent reads this simple text with some hesitancy stumbling over the word "Gruff" repeatedly when it appears -the little boy is enthralled, asks questions, points to the Troll's outlandish appearance and to the features - horns, beards, and tails of the three Billy Goats Gruff.*

*This 23 year -old mother is enjoying a new experience with her son that she herself has never had as a child being read to by an adult. And through this shared and pleasurable experience, the little boy is absorbing basic ideas about reading vital to early school success with reading. He is learning from his (and every child's ) first teacher, his mother.*

## Justification For Family Literacy

According to Marian Wright Edelman, Executive Director of the Children's Defense Fund, thirty-three million people, one-seventh of all Americans including 13 million children, are now poor as a result of economic recession, structural changes in the economy, stagnated wages and federal tax and budget policies.

Former Secretary of Education William Bennett states in his introduction to *First Lessons* that by the time children in the kindergarten class of 2010 reach their 18th birthdays, only 41 out of 100 will be living in traditional family units.
It is estimated that one out of five American children are living in poverty, including one of four children under the age of six. Poverty poses a risk for malnutrition, child abuse, educational disability, low achievement, increased school drop out rates and crime.
These facts are compounded by the dramatic evolution in family life. Changes in family structure due to high rates of divorce, separation, and teenage pregnancy, present new challenges to those who work with families. An increasing number of working and single parents must maintain their preschool children in some kind of child care facility which may be inadequate or makeshift. As these children get older, many become latchkey children who must fend for themselves on the streets or are left home alone. When the parent does return, children often find themselves in a non-supportive atmosphere where neither nutritional nor emotional needs are met by parents barely able to cope with their own problems.

For most adults and their children designated "at risk," survival is the most critical problem, one which they face on a daily basis. Lack of adequate food, housing, and counseling services have locked many into a cycle of hopelessness and poverty. They need information on health care for themselves and their children, employment, housing, parenting and substance abuse counseling. Without the educational skills to understand and process it, this information is meaningless to them. These parents need to improve their basic and functional skills in order to meet their own individual goals as family members, parents, consumers and citizens.

## Generic Types of Family Literacy Programs

The seminal work on family literacy is Ruth S. Nickse's excellent monograph *Family and Intergenerational Literacy Programs: an Update of the "Noises of Literacy"* ( See Appendix ). In her study of family literacy programs, Nickse has classified family literacy programs based on two factors 1) the target group which receives the service, e.g. either parent, or child, and 2) the method of intervention. This typology follows and includes features and concerns for four generic types of programs:

Type 1: Direct Adults-Direct Children
Type 2: Indirect Adults-Indirect Children
Type 3: Direct Adults-Indirect Children
Type 4: Direct Children-Indirect Adults

# Four Generic Types of Family and Intergenerational Literacy Programs

| TYPE | Examples of Features | Examples of Concerns and Issues |
|---|---|---|
| **TYPE 1** Parent/Child | Goal is positive, long term family intervention<br>• parent/child; parent; child; activities<br>• intense, frequent participation<br>• highly structured; formal instruction<br>• direct instruction; dual curriculum<br>• ECE/ABE staff team<br>• monitored attendance<br>• dedicated site<br>• long term intervention | • long term program<br>• high time commitment necessary<br>• retention in program is a problem<br>• facilities for ECE/ABE together<br>• transportation for families<br>• child care for infants, toddlers<br>• high degree of collaboration needed<br>• substantial costs to initiate and maintain; funding an issue |
| **TYPE 2** Adult/Child | Goal is supplementary, for skill building and enjoyment<br>• non-related adults and children; parents and children<br>• lower level of intensity, participation<br>• less structured; more informal<br>• weekends, after school programs<br>• collaborations (none to many)<br>• adapted sites<br>• short term intervention | • little or no formal, sustained literacy instruction for adult/child<br>• less intensive participation<br>• lacks full time ECE/ABE staff<br>• less parent/child interaction<br>• parttime staffing<br>• short term programs<br>• costs to initiate and maintain; funding an issue |
| **TYPE 3** Adult Alone | Goal is parent education<br>• parents/adults alone – children present infrequently or not at all<br>• workshop formats; low intensity<br>• peer instruction and practice<br>• "portable" curriculum<br>• parent networking<br>• short term intervention | • short term program<br>• no supervised parent/child interaction<br>• parttime staffing; consultants<br>• parent reports of programs' success<br>• developmentally inappropriate activities may be used by parents<br>• costs to initiate and maintain; funding an issue |
| **TYPE 4** Child Alone | Goal is supplementary school related literacy improvement for children<br>• school-based children; at-home parents<br>• school linked program<br>• teacher supervised<br>• take-home materials for children<br>• short term intervention | • short term program<br>• parents receive no literacy instruction for themselves<br>• parent may not provide support at home for child<br>• parent may not participate in workshops, rallies<br>• low cost |

Adapted from: © Nickse, R. A Typology of Family and Intergenerational Literacy Programs: Implications for Evaluation. 1991. (ERIC ED 333 166)

## Early Efforts in Family Literacy

One of the earliest experiments in a family reading project was **Collaborations for Literacy** which originated at Boston University and extended from 1984 to 1989. A collaboration with the public library presented the initial opportunity for Ruth Nickse to work with Shelley Quezada, the MBLC's literacy consultant. The project, conceived and designed by Ruth Nickse, went through a variety of changes as it began to refine the family literacy concept. However, each new phase of the family literacy project revealed the complexities and difficulties of organizing a family reading intervention/prevention program although each phased seemed to confirm the intuitive appeal of this instructional approach.

Early experiences with this evolving program brought these authors face- to-face with the need for collaboration between libraries, adult education programs, schoolbased programs and others in the community with an interest and a concern about literacy. It forced the realization about what promised a complicated but rewarding process. Complicated, because it involved coordination and joint planning across organizational mandates and habits, a new process for most human service workers. Rewarding, because services jointly planned and provided involve the community in raising literacy achievement.
The five-year relationship by the authors with this seminal family literacy project prompted the development of the **Community Collaborations for Family Literacy** project here described.

Based on these early, positive experiences, the state library agency chose to put libraries in a leadership role in the development of family literacy strategies. Community providers serving overlapping client groups needed an introduction to the philosophy, models and importance of family literacy. Libraries were encouraged to participate in a community planning model which might result in the potential award of federal funds as an incentive to develop a solid, community-based plan which built in "ownership" by their local family and human service providers in their community.
The Community Collaborations for Family Literacy project provided technical assistance to six public libraries which agreed to work in local agency teams representing adult basic education, childcare and family support services to develop a collaborative plan for family literacy. The library was encouraged to have the central, coordinating role in working with these local agencies. Each team met from December 1990 until August 1991 to develop its own community-based plan for a family literacy project. The outcome of this project has been the development of an exciting community planning model which has successfully enabled libraries to become more involved in local family literacy efforts. Staff at the state library agency and Ruth Nickse provided training and technical assistance for each community.

As part of the project year, an invitational statewide conference **Building Community Collaborations for Family Literacy** was held in June, 1991 and included participation by interested members of the library, adult education, school and family support services. All six local teams made significant progress towards developing a comprehensive plan for collaboration in their individual communities. In September of 1991, five communities submitted a **Letter of Intent** to apply for the LSCA Title I FY92-93 funding cycle to develop a family literacy project.

**Barriers in the Design and Implementation of Family Literacy Programs:**

One of the barriers in the design and implementation of family literacy programs has been the "trial and error " basis of their development. They are frequently service oriented, experimental and have been designed more on the instinct that it "makes sense" rather than from a research base.

Family Literacy Programs must often respond to the different mandates of sponsoring/funding organizations. This interferes with obvious classification of models as one true generic type or another and as a result, programs tend to look very different from one another.

The best designed programs must make accommodations for the needs of adults who lack adequate transportation and child care for those children not participating in the program.

Many educators are experimenting with different curricula and materials which they hope will be most appropriate and respond to the learning needs of both adults and children.

Since family literacy is such a new area and since it involves not only adult basic education but an early childhood component, there is a need to develop appropriate measures to evaluate just what makes a good and effective program. To date, effective measurement of programs is in the early stages, and much more work will be needed to refine this process. A major issue continues to be recruitment and retention. For example, adults are not accustomed to including their children as participants in educational activities. Families often move frequently within the community or out of the program area.

Because programs are different from one another, the staff also varies from program to program and may involve early childhood specialists, adult basic education teachers, family support professionals and other family support workers. The curricular or content offering also vary, depending on resources and skills of staff.

Shifting demographic patterns are currently straining the ability of adult educators, school and library personnel to serve the needs of an increasingly multicultural population. Programs which target these populations must be designed with sensitivity and experience with what are in some communities becoming "emerging majorities".

## LIBRARIES' ROLE IN FAMILY LITERACY

A number of libraries across the country have developed strong state initiatives. Two of the most notable are California and New York. In both cases, the initiative came from the State Library. In 1990 the Iowa State Library commissioned Debra Wilcox Johnson of the University of Wisconsin/Madison to conduct a national survey of library family literacy programs. Her excellent monograph **Library Family Literacy Programs** provides an in depth overview of the variety of programs and activities taking place in library. In recent years, through her work on evaluation, she has come up with a series of "indicators of success" in family programs which would be useful for those developing or seeking to evaluate a family program.

### California's Family for Literacy Program

The California State Library initiated the **Families for Literacy Program** (FFL) in 1988 through a specific state appropriation. The program was designed to enable libraries which were already providing adult literacy services as participants in the state funded California Literacy Campaign with additional funds to add a family literacy component. Now in its fourth year, the **Families for Literacy Program** serves an average of 24 libraries in the state. Carole Talan serves as Family literacy program coordinator. With a background in both reading and literacy education, she has made the this program an exciting model for library family literacy. Adult learners in the **FFL** program are introduced to the joy of reading together as a family; program components include: book ownership, especially important for parents and children who have never owned their own books; use of the library as a site for family meetings, thus providing an introduction to the resources of the library; use of children's books as a part of the tutoring/learning experience; information on selection and use of books for children; and provision of appropriate materials on parenting, childcare, health and nutrition. A number of the library programs have developed videos which are designed to recruit both tutors and learners into the program. The program reaches 683 eligible families and serves 685 children under the age of five. Because these programs are all part of a state library network with a dedicated coordinator who provides technical assistance, several libraries have been able to assume the program costs in the third and fourth year as part of a local responsibility thus freeing funds up for new programs to begin.

This past year, the California State Library contracted with Educational Testing Service in Pasadena, CA to conduct an evaluation of the Families for Literacy program and to determine the overall effectiveness of the program design. The key findings and major recommendations are contained in: *An Evaluation of California's Families for Literacy Program (Solarzano and Baca , 1991)* Key findings included:

— In fiscal year 1990-91, more than 8,690 books selected for quality and interest were given away to participating families.
— Storytelling/storyreading was the most often reported activity during the group sessions.
— Fingerplays, games, songs and creative dramatics were also employed to develop the listening and attention skills of children and to serve as a model for primary caregivers.

— Most adults participating in the program received one-on-one instruction from a tutor at least once a week. Tutors also assisted parents in selecting books for their children. These books were frequently on parenting, child care, or nutrition.
— In addition to the more traditional storytelling, programs providing support activities such as crafts, puppets or sing alongs.
— The majority (79%) of adult learners were from minority back grounds, with Hispanics (47%) and Blacks as ( 25%) the greatest number. 70% spoke English at home as their primary language.
— The most common recruitment mechanism was through flyers, brochures and posters. Child care centers, family and social service agencies and local churches were popular locations for successful parent recruitment.

Nine major recommendations were:

- Recommendation I: To extend the eligibility criteria for Families for Literacy children to eight years old... or eliminate the age restriction requiremer altogether.
- Recommendation II: Address the academic needs of older siblings
- Recommendation III: Expand the location of Families for Literacy meetings to include other sites.
- Recommendation IV: Expand the communication potential among library services working with the Families for Literacy program.
- Recommendation V: Expand local Families for Literacy programs' communication with child care providers.
- Recommendation VI: Continue to allow programs to provide services to families that meet their needs.
- Recommendation VII: Revise the Families for Literacy forms (e.g. proposals, mid-year and final report) to gather additional progress data that are quantifiable and standard across programs. Further, these forms should be aligned so information needed for the California State Library final report can be gathered during the course of the program.
- Recommendation VIII: Expand the eligibility criteria for parents participating in the FFL.
- Recommendation IX: Provide additional funding to programs so they can maintain, solidify, and expand their services to families.

### New York State Library Family Literacy Project

The New York State Library used LSCA Title I funds in 1987-88 to provide start up grants to seventeen library systems to develop family reading programs. The New York programs placed its major emphasis on providing resource materials for family centered activities utilizing the broadest definition of family literacy— to involve parents and children together in literacy activities. Although the New York programs served both small rural to large urban public libraries, many libraries provided outreach and activities which took place in family shelters, in maternity wards and Well Baby clinics with teenage mothers and with incarcerated youth offenders who were also parents. These programs, like the California programs called for the development of new relationships among children's librarians,

outreach and adult literacy specialists who were providing a blending of services to a shared target audience.

According to Carol Sheffer, Outreach/Literacy Consultant at the New York State Library, the program served 107 libraries in 52 counties and reached 220,000 children. Many libraries used these funds to develop preschool corners in an area of the children's room. A series of kits were developed including puppets and audio/book cassette packages which were placed in a designated corner of the library. Many parents who had not previously been able to afford these "extras" utilized the preschool corner– complete with crayons, blank paper and craft materials, as an activity center for parents and children. This provided preliteracy materials which are generally lacking in the homes of many at risk families and which literate people usually take for granted.

### ALA/Bell Atlantic Family Literacy Project

Now completing its second year, The American Library Association (ALA) and Bell Atlantic Family Literacy Project is an exciting joint effort between the Bell-Atlantic Charitable Foundation and the American Library Association. This private/public partnership has provided more than $200,000,00 over the past two years for collaborative efforts in the Middle Atlantic States region and, in January, 1992 announced a commitment of another $500,000 for project development in the over the next three years.

In order for libraries to be eligible, they are required to form a partnership with a local Bell company, and an adult education specialist or literacy provider in their community. An important component of the Bell-Atlantic project is a two-day training session for participating teams which is held in a central location in the Middle Atlantic states. The sessions provide team building activities and training for the library, adult literacy and corporate partners in the development of their own family literacy programs. According to Margaret Monsour, ALA/ Bell-Atlantic Literacy Project Director, grant recipients are also required to provide training to other literacy providers and librarians in their communities. This requirement extends the knowledge and skills which they have acquired through the development of their family literacy projects. This exciting public/private partnership has proved highly successful and should be more widely disseminated within the private sector as a potential model for replication.

## FUNDING AND TECHNICAL ASSISTANCE FOR FAMILY LITERACY

Within Massachusetts, libraries may apply to the Board of Library Commissioners as the state library agency responsible for administration of federal funds under the Library Services and Construction Act (LSCA). Each year, the agency runs a competitive program for federal funds which includes a breadth of special services to second language speakers, children, the elderly, the disabled, information and referral and literacy. This past year, in recognition of an increased interest in family literacy and an interest in developing more model programs, the Commissioners at the recommendation of the State Advisory Council on Libraries made family literacy a funding priority for the FY 1992-93 fiscal year under the *Massachusetts Long Range Program 91-96*. Priorities are set each year in the event that the request for funds exceeds the total amount of available federal funds. In all cases, LSCA funds are considered "seed money" to begin new programs and services, but require a commitment of future local funds to ensure continuation of the project beyond the funding year.

### LSCA Title VI: The Library Literacy Program

The Office of Educational Research and Improvement (OERI) of the U.S. Department of Education administers a discretionary grant program LSCA Title VI, the Library Literacy program. Now in its seventh year, the annual LSCA Title VI budget is close to 8 million dollars per year with a ceiling amount of $35,000 per project. In recent years, the number of family literacy programs funded under LSCA Title VI has increased steadily perhaps in recognition of the excitement generated by a new approach to literacy which acknowledges the historical role of the library as a center for lifelong learning for families. As the success of other library-based family programs continues to be publicized, Title VI is became an increasingly important source for programs which require the critical second or third year funding necessary to establish a program within a community. This highly competitive program is administered directly from Washington and requires a well constructed proposal which demonstrates a strong degree of cooperation and collaboration. The funding cycle runs from October-September with proposals submitted by no later than November of the previous year.

### Barbara Bush Foundation For Family Literacy

The Barbara Bush Foundation for Family Literacy was established in March, 1989 and provides a small number of demonstration grants for family literacy. Although the total number of funded programs is small, those agencies fortunate enough to receive funding have enjoyed a great deal of prestige. In the first year only eleven programs were funded nationwide with another thirteen projects selected this past fall. In view of the highly competitive nature of the program, it was a tribute to the high quality of the project design that the only program to receive recognition in Massachusetts and the only library-based family literacy program in the nation in the first year was awarded to the Lawrence Public Library **Newcomers Family Literacy Program.**

## National Center For Family Literacy

The National Center for Family Literacy (NCFL) in Louisville, Kentucky is a private non-profit corporation whose mission is to develop and expand the concept of family literacy nationwide. The Center is supported from a generous grant from the William R. Kenan, Jr. Charitable Trust. The Center provides training and dissemination of a program model called **Kenan Trust Family Literacy Project.** The center promotes public awareness through information seminars, and implementation of the family literacy project model. This model provides adult education instruction to parents and early childhood education to the children of adult learners. The program currently has adaptations of the Kenan Trust model in 62 sites in 27 states. An estimated 1,300 families participated in this program in 1990.

This past year, the Toyota Motor Corporation provided funds to the National Center for Family Literacy to implement a **Toyota Families for Learning Program** which will utilize the Kenan Trust model. Those communities which received funding to implement the Toyota program are all working to build community partnerships among education, libraries, and social service agencies.

## The EVEN START Family Literacy Program

Perhaps the greatest impact for the development and support of family literacy initiatives is the expansion of funds under EVEN START to include more funding for family literacy programs.

The EVEN START Program now entering its third year is a federal program which has provided funding for demonstration projects through the United States Department of Education to approximately 150 school districts in the United States. Under the National Literacy Act, the program has been designated the **EVEN START Family Literacy Program** and by 1992 will become a state administered program under the Elementary and Secondary Education Act of 1965. It allows states to make a minimum grant of $75,000 for each program and targets services to both parents and their children from birth to age eight.

## PART TWO: THE COMMUNITY COLLABORATIONS FOR FAMILY LITERACY PROJECT

### Background and Need in Massachusetts

Massachusetts, like our nation, is facing a great crisis. While our government wrestles with an agenda of budget cuts, the "shelf life" of our disadvantaged children and their at-risk families is expiring.
The national picture is mirrored in Massachusetts where parents living at or below the poverty level are five times more likely to be functionally illiterate than those with a yearly income of $15,000 or more.

In Massachusetts:
- 1.4 million people, or 1 in 5 adults, lack a high school diploma.
- At least 30% of the Hispanic population is living below the poverty level with a 13.8% unemployment rate.
- 40 % of the average urban high school population made up predominantly of minorities drops out before graduation.

Moreover, nearly one-half million children live in families where at least one parent has insufficient skills to read aloud with the child, help him with homework or be an advocate for the child at school. Working parents, including a growing number who are single women, have less time to spend with their children. Since 1970, the number of female heads of household has increased by 97%, with one in three living in poverty. Many of these women are teenagers who lack the basic skills to make informed decisions about child rearing and parenting. Research has shown that the greatest predictor of a child's success in school is the literacy level of the parent, especially the mother.

The Massachusetts Office for Children reports that about two- thirds of working mothers maintain their preschool children in some kind of child care facility and that 33,000 school-age children are enrolled in extended day programs. However, many of those not in afterschool care show up as library latchkey children who wait unsupervised in local libraries. There they become an added responsibility for staff who want to see them constructively occupied.

Under the current *Massachusetts Long Range Plan for Library Development 1991-96*, the MBLC targeted family literacy and the development of library family learning centers as a top funding priority. Given this authority, the agency's literacy consultant wrote and received funding under the Library Services and Construction Act (LSCA Title VI) for a proposal which was designed to enable local public libraries to serve the literacy needs of at-risk families. It provided coordination of a state- wide planning model, **Community Collaborations for Family Literacy (CCFL)** to develop family literacy projects in local communities. The CCFL project was developed in response to an identified need within the Massachusetts library community. In spite of a fair amount of interagency cooperation at the state level, there was an observable lack of coordination at the local level where family literacy programs must be implemented. A variety of agencies across the Commonwealth continue to address different areas of family needs. Libraries in particular are not often tied into the

network of other community agencies which share the common goal of providing services to families. While forty-two libraries are currently involved in active literacy programs, many other libraries continue to be under-utilized resources for serving the needs of adult learners and families " at risk".

The barriers to greater library participation are sometimes related to turf issues, e.g., which agency/organization is taking the lead role in providing basic literacy services in the community. Libraries frequently lack the public relations skills to promote the wealth of services they could provide in support of local literacy and social service programs. Moreover, they are often subject to an institutional inertia. They are frequently mired in a concept of service which is able to best serve only those who walk through their doors or they are too overwhelmed just trying to keep those doors open. There are still many who believe it is not the library's mandate to be involved in literacy services or that the real solution to the problem is to simply ensure that every child has a library card. And, while every child should have and use a library card, ownership of the library card alone will not guarantee a child's success if the parent is unable to support and foster those all important literacy activities at home.

In the second year of funding, local educational agencies in the state were invited to submit proposals to develop comprehensive strategies for family literacy under the federal EVEN START legislation. Unfortunately, even though community collaboration was identified as a critical part of the planning effort, the majority of proposals were put together with little coordination. In the past three years, only one Massachusetts proposal submitted for EVEN START considered developing a role for its local library as part of the overall project design.

In the past few years, a number of libraries in the Commonwealth have implemented projects which are "family or intergenerational " in nature. They provide story hours, lapsits and read aloud sessions for at risk groups. They purchased expanded quantities of paperbacks, board books and early childhood materials; they developed specialized parenting collections and gave workshops on how to use these collections. Outreach programs to day care, childcare and adult learning centers have broadened the concept of the traditional "school visit." Deposit collections and programming in family shelters, afterschool programs for latchkey children and a program designed for inmate mothers in a local prison have given community library services a new image. No two programs are exactly alike and each was developed by determining the appropriate role for the library as part of a strategy to better coordinate services with other local providers in their own community.

For example, Massachusetts libraries in Quincy, Lawrence, and Springfield expanded their outreach efforts to develop a new library support role for family literacy. Programs were begun which coordinated basic skills instruction to adults with complementary reading and literacy activities for their children. These library-based projects were among the first in the state to respond to a critical need for greater library collaboration with adult and children's literacy experts. The libraries provided training for staff about issues related to the cultural differences of newly literate or "at risk" families. As successful programs, they nevertheless represented a limited number. There was an evident need to expand this kind of family literacy model to other Massachusetts communities.

As Ruth Nickse writes so forcefully in the *Noises of Literacy*, "It is not easy to reshape the image of the library as an egalitarian community resource that serves many populations-including low literate children and the poor. It entails a new vision of local library services-credit must go to those who make this vision operational, especially in a time of scarce resources. Library programs should continue to expand, despite these difficulties, since they can be a valuable form of indirect intervention in support of literacy."

## The State Context for the Community Collaborations for Family Literacy Project

Community Collaborations for Family Literacy was developed in 1990-91 in the midst of severe financial crises in Massachusetts which affected both the state and local contexts of the project. The economic recession has led to massive cutbacks in all human service programs including library services across the state. The election of a conservative Governor pledged to reduce the state budget while raising no new taxes, although admirable in intent, has created a condition of uncertainty and near chaos in the human service delivery area. This condition is mirrored across the New England states in general. In cities and towns hard pressed to maintain adequate staffing of police and fire departments, education, health care, and programs for the disadvantaged have been pitted against "essential services" and have suffered greatly as a result. As the white collared middle class joins the pink and blue collared in the unemployment lines, manpower and morale in the state have been severely reduced in private and public sector employment alike.

Libraries of course, have faced cutbacks in funding at both the state and local level. Many libraries have seriously reduced hours of operation, laid off staff, closed branch services and drastically cut book budgets in an effort to deal with diminishing local aid. These circumstances restricted the choice of participant communities to those with enough staff willing to take on a new project in less than ideal circumstances. At on site visits, the plight of each individual community was expressed in vivid detail. In one instance, not atypical in hard times, the librarian noted that he had to reduce the janitor's tasks to major cleaning of the premises. He was forced to assume the responsibility for putting up the storm windows on the large and historic building. Other library staff related the frustration of a dramatic increase in use of the library facility by the formerly employed at a time when cuts in library staff resulted in less than adequate services. This is the context in which the Community Collaborations for Family Literacy was created, and against which its successes and failures are measured.

In the participating local communities, staff already overburdened, were remarkable in the intensity with which they supported the CCFL project and in the amount of time and effort they devoted to networking and building local teams. Indeed, the very hardships each community faced seemed to act as a force for uniting around a common purpose, how to better serve low literate adults and children with increasingly limited resources.

The Community Collaborations for Family Literacy Project was designed in recognition of the fact that developing services to reach both adults and children requires long term and careful planning and coordination. Too frequently, when the concept of family literacy captures the imagination of an individual in a library, adult learning center or family support agency, the first reaction is to seek funding to put a program in place without laying the critical foundation of cooperative planning.

Massachusetts has maintained a working group of state agency providers which provide funding for literacy services designated as the **Governor's Interagency Literacy Group (ILG).** Representatives of the ILG met over the past four years to coordinate guidelines for basic skills. They developed a common language and guidelines for clients who responded to a State Request for Proposals (RFP) in order to most effectively sustain existing programs and provide funding for new initiatives. In the past three years, two library-based programs have received support heretofore unavailable through the Massachusetts Department of Education. Moreover, library-based literacy programs continue to receive funding through the Commonwealth Literacy Campaign which is under the direction of the Massachusetts Department of Education.

Adult education, social service providers and librarians involved in community outreach share the common characteristic of being stretched in too many different directions. All too frequently, when a source of funds is announced an agency or library will hastily put together a proposal in response to a Request for Proposals (RFP). Overburdened staff are under time constraints which prevent them from conducting a thorough examination of community needs. At certain times of the year, there is a flurry of frantic proposal writing where community providers are asked for support letters from another agency. Supporters frequently write these letters at the last minute and with no real understanding of the project which they are endorsing. It is no small wonder that five or seven months later when funding becomes available agencies need to be reminded that they have committed themselves and sometimes their staff to a project about which they know little or nothing.
The CCFL project was designed to change that relationship. It was developed in recognition of the fact that to be truly effective in reaching out to at-risk families all community agencies must be involved at all levels in the design, development and implementation of a project. The design of family literacy programs must be based on a realistic understanding of the needs of the target group and the development must reflect a shared vision among all community agencies of how to best meet those needs.

## The Community Collaborations For Family Literacy Project Design

The **Community Collaborations for Family Literacy** project was designed to improve the ability of libraries in Massachusetts to:

— enhance existing library literacy programs through the addition of a family component

— develop library family learning centers especially for working and single parents which focus on literacy, parenting skills, child development and career skills

— increase the use of the library by at risk adult learners and their families through programming and special collections

— develop partnerships among community agencies serving a shared population.

**Project Methodology**

The timeline of this project stretched from October, 1990- January 1992. However, like all projects, there was a tremendous amount of pre-planning which went on before and post project evaluation and assessment which is still taking place. In the summer of 1990, the project director met with the Educational consultant, Dr. Nickse and some members of the Governor's Interagency Literacy Group to discuss which Massachusetts communities would be best able to participate in this project. We wanted to establish collaborative programs across a broad geographic area of the state reflecting the variety of settings, both urban, suburban and rural communities, and those which would be located both North and South, as well as Central, Eastern and Western regions.

In the case of all but one site, there was no existing adult literacy program actually taking place within the library. The concept of this project as outlined by the project director was to involve the library in the development of a plan for family literacy- it was not to establish an adult literacy program in the library. Rather, the approach was to raise awareness about the issue of family literacy within the library and allow each community to best design a program which would meet their own unique needs.
After initial consultation, seven possible project sites were selected and an invitational letter was sent to the director of each library. In several cases, the project director also made contact with the local adult education provider in each community to ascertain possible interest in participating in this project.

| COMMUNITY COLLABORATIONS: GEOGRAPHIC PROFILES | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Community** | **Population** | **Type** | **Contact** | **Level of Previous Collaboration** | **Library** | **Special Comments** | **Statewide Location** |
| BROCKTON | 92,788 | Urban | Linda Braun | Already Established small Family Literacy Collabotative | Brockton Public Library | Municipal Cuts To Library. Collaborative Initiated By Adult Learning Center | South Central |
| FITCHBURG | 41,194 | Urban/suburban | Elizabeth Watson | Library/ Community Agencies | Fitchburg Public Library | Provided outreach to three communities Sub. Title VI | North Central |
| GREENFIELD | 18,666 | Rural | Michael Francheschi | Library/ Community Agencies | Greenfield Public Library | Devastated by municipal cuts | West |
| PEABODY | 48,000 | Urban/suburban | Mary Ann Tricarico | School/ Library | Peabody Institute Library | No adult education participant | North East |
| SOMERVILLE | 76,210 | Urban | Ann Dausch | Adult Learning Center | Somerville Public Library | Evenstart Community | Metro Boston |
| WAREHAM | 21,906 | Rural | Mary Jane Pillsbury | School/ Library Reading Partners | Wareham Public Library | Submitted Title VI Grant Evenstart Community | South East |

### Participant Commitment

The letter requested the following commitments from each library:

- as the lead agency, the library would identify a committed, resourceful staff person to work as the principal contact for the community collaborations project.
- the library representative would attend an all-day training session which was held in December, 1990.
- the library staff member would coordinate at least four meetings of a team of community members from January -June 91 and document these meetings with blank notebooks supplied by the MBLC, flip charts, an agenda which would reflect the process of team building. The project director and educational advisor asked to attend at least one of the four meetings to observe the dynamics of the group process.
- community team members would attend a Statewide Invitational Conference on Family literacy in June, 1991.
- team members would attend a post session of all community teams in September 1991 to evaluate the project, share their progress in the development of their community plan and discuss the future of each project.
- In the Fall of 1991, the library would consider submitting a letter of intent requesting LSCA Title I funds for a family literacy project based upon their community plan.

### Incentives For Participation

The incentive for participating in the this planning included:

- obtaining a new collection of family literacy or family learning materials.
- the opportunity to receive training and to participate in a team building/training with others in their community.
- the opportunity to attend a Family Literacy Conference which would present new ideas and validate emerging theories about "what works.
- the possibility of developing a solid community plan to secure not only LSCA Title I funds but as a basis for other funding. Incentives for participation were considered an important aspect of this project.

### Technical Assistance and Events
### December Training Workshop- Framingham Public Library

The Training Workshop which launched the CCFL project took place in December, 1990 at the Framingham Public Library which is located outside Boston in the Metro West Area of Massachusetts. It was fairly accessible to most of the sites through the Massachusetts Turnpike and free parking was available for the day. Since this was a statewide project, every effort was made to consider the geographic locations and to build in time for travel. Participants were encouraged to come to the site together; travel costs were reimbursed through the grant and lunch and refreshments were provided.

Prior to the Framingham Workshop, program participants were given an initial questionnaire requesting information about their participation in the project. (see appendix ) This

was used as a basis for assessing the background and experience of site participants with family literacy and the concept of collaboration.

The agenda was based on a combination of large group discussion, lecture/presentation, small group discussion with plenty of time for interaction. Team members worked as a group on a community mapping exercises with others many of whom they were not acquainted. In the course of the day, time was also built in for all librarians, adult basic educators and school or family service providers to engage in a little "shop talk" with colleagues from other communities. The Framingham Library provided the ideal space for this training. It had an expansive open meeting room where participants initially met in a large circle and later moved chairs around as needed for small group discussion. Participants reported in their final evaluation that overall, the meeting was extremely helpful. However, individual members expressed a wish for more time for small group discussion and an emphasis on how to respond to the specific needs of multicultural populations was voiced.

### Site Visits to Community Collaborations Meetings

The project director visited every community site once and sometimes more often in the course of the project year and the educational consultant observed four collaborative meetings. Another member of the MBLC professional staff also participated in several community site meetings. The purpose of these visits was to 1) provide technical assistance and answer questions about the direction of a project or to make suggestions. 2) to observe the dynamics of group collaboration as a process. In a follow up questionnaire, participants stated that these visits were extremely helpful. As an observer commented, CCFL staff members were available to make suggestions which helped the process to flow a little more smoothly.

In the December training session, the participants had been asked to document the group meetings by developing a written agenda for each meeting which would take small steps toward the progress of a final goal. The library participant was asked to document these meetings through written notes, flip charts and to maintain this information in the CCFL project notebook.

In theory, these meetings had been designed so that the librarian at the community site maintained the notebook of materials and acted as group leader, at least until the community group took shape. In two of six sites, someone other than the librarian ended up assuming responsibility for scheduling the meetings, taking notes, setting the agenda, and serving as the primary contact person with the project director. Nevertheless, there was no perception in the post project interviews with participants that the librarians were less committed to the final outcome of a developing a working collaborative. Rather, it seemed that the overwhelming budgetary problems affecting the stressed communities prompted these librarians to delegate the meeting responsibilities to another member of the collaborative.

Almost without exception, the collaborative groups met more than four times in the months before the final letter of intent was due. For example, one community met weekly and another met a total of eight times between January and September, 1991.

As the deadline for the letter of intent drew near, one library decided against filing an application because all branch service had been closed and the main library was open only three days a week. However, the family literacy collaboration was relocated to a school building and the community designated funds to maintain the partnership which currently serves ten families four times a week. The librarian continues to provide support through storytelling for parents and children at the project site.

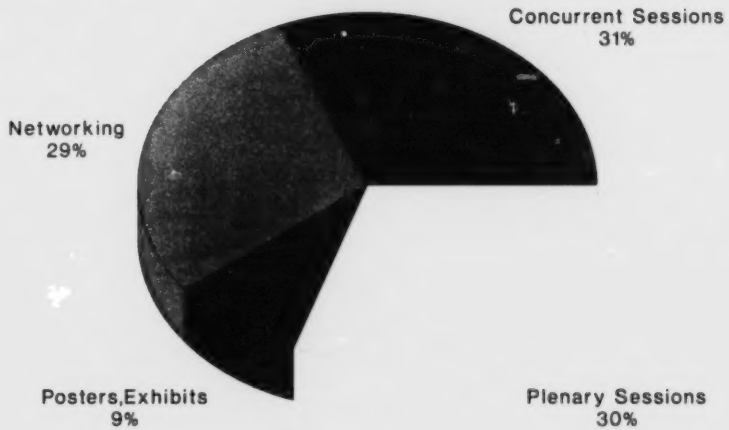
### The Statewide Invitational Conference: Building Community Collaborations for Family Literacy, Bentley College, Waltham, MA.

The statewide invitational family literacy conference **Building Community Collaborations for Family Literacy** took place on June 14, 1991 at Bentley College outside of Boston. It was a key element in the overall success of this project. In addition to bringing together participants from five New England states, it made a vibrant statement about the importance of family literacy to a cross section of leaders in adult education, libraries, early childhood and school-based programs. It presented a wealth of new ideas, directions and most importantly, an opportunity for participants to pose questions to experts about emergent literacy, the uses of environmental print, cognitive science and multicultural and intergenerational approaches. It presented family literacy opportunities in settings as diverse as the pediatric clinic and the workplace to the more traditional community and library-based programs. The whole event was video and audio taped in part through the generosity of Bentley College in Waltham. The college runs a Service Learning Project at this predominately business oriented college and was anxious to more actively involve its students in learning about the needs of the local community.

The family literacy conference demonstrated that collaboration can work not only at the local level, but it can also be effective at the state level. The conference received strong support from the Massachusetts Department of Education, Bureau of Adult Education and was partly sponsored by the state's System for Adult Basic Education (SABES) which provides training and technical assistance to adult education programs statewide. The Dean of Continuing Education at Quinsigamond Community College located in Central Massachusetts generously offered the services of his staff to help with all pre-conference registrations thus relieving the project director of a time consuming but necessary part of conference logistics.

A conscious decision was made to evaluate the impact of the conference several weeks after the event and this proved a valuable approach. Overall people were more wiling to respond to a more detailed questionnaire after they had several weeks to reflect on the ideas generated at the conference. It allowed time for CCFL staff to assess the impact of the conference in terms of actions which had taken place as a result of conference attendance.

## Building Community Collaborations For Family Literacy Conference Day




* Total does not equal 100% due to rounding

1. Concurrent Sessions: (12) = 150 minutes
2. Networking /Registration, 2 coffee hours, lunch, reception: = 140 minutes
3. Plenary Sessions: (3) = 145 minutes
4. Poster Sessions: (3) = 45 minutes

*People were well pleased with the balance between concurrent and plenary sessions. There was time for networking and time to interact with community collaboration project directors and to see family literacy materials.*

As a further indicator of the success of the conference and as a result of providing leadership through the planning and implementation of the CCFL project, since last June the MBLC receives constant phone calls and letters requesting more information about family literacy and the Community Collaborations project outcomes. The concept of family literacy and the value of a collaborative, cross agency approach seems to make good sense to those struggling to serve families, and people are interested in learning how to begin their own programs.

### Evaluation Workshop

At the end of the project year, and before the letter of intent could be filed with the MBLC for LSCA Title I funds, a half day meeting with program participants was held at the Shrewsbury Public Library in Central Massachusetts. Participants from four of the six communities attended this meeting, but the collaboration was well represented and included a cross-section of adult educators, librarians, and early childhood/Chapter One providers.

Those present discussed the impact of the project on their individual programs and made suggestions for continuing their collaborative efforts. Information on the funding cycle for both LSCA Titles I and VI was provided.

Program participants generally agreed that the project had an important impact on their thinking. It was especially interesting to note that three adult basic education directors were unanimous in agreeing that they now consistently speak about family literacy as an integral and important part of adult education. One Adult Education Director spoke forcefully of the early success of a pilot family literacy project which had developed as a result of participation in the collaborative when he presented testimony before state legislators this past summer.

### Project Evaluation and Results

The CCFL project was a "first"- an experiment in nourishing community planning. The evaluation plan was designed to be descriptive of a year-long process and also to report impacts of the project. It was tailored to record, as much as possible, the ongoing processes of collaborative planning in the six local sites as well as some reasonable outcome measures for the effectiveness of the project. With projects of small size and brief duration and with very limited funding, it seemed advisable to develop an informal, multi-method evaluation plan, which created guidelines that could be used by others.

### Evaluation Goals

The overall evaluation goals of the project as stated in the proposal included the following:

— self-evaluation about creating working relationships among the cooperating agencies;
— collecting information from the six community teams on the process for putting a family literacy planning process in place;
— the effectiveness of the project in promoting community cooperation;

— the extent to which coordination and communication was established between state level interagency efforts and local programs;
— the intent of the participants to maintain their linkages through preparation of plans for a joint family literacy project;
— the extent to which team efforts either succeeded or failed, in their opinions.

The original proposal to the OERI funders did not mention the development of this Handbook. However, we wanted a participatory evaluation approach that would involve library staff and community collaborators at each site in data collection that was meaningful and of some use to them and to others in communities who might wish to replicate this project. Thus the concept of the present Handbook developed. Our hope was that the data recorded in the notebooks would give insights into the development of working relationships, and the effectiveness of the community cooperation; that the in depth interviews would elaborate on the process; and that the presence ( or absence) of letters of intent would document the desire to maintain the linkages and act as indicators of success.
At the initial training workshop in December, 1990, the idea for this Handbook was explained to the participant teams. Each community was given an empty notebook and encouraged to enter agendas, meeting notes and collect other memorabilia of the planning process in their communities in the empty notebooks, as time and activities permitted. No particular instructions were given to participants other than that the contents of the notebooks were to be reviewed for insights gained about the collaborative process, in the manner of case studies.

*Data collection included the following:*

## Data Gathering Methods

The evaluation plan included the following measures which were developed by the educational consultant with the project director.

- Site visits by staff
- group meetings
- two workshops
- Invitational Conference which prompted informal sharing of information and a barometer of project progress
- Telephone communications and memos were another means of guiding the project and were used to gather information on processes of collaboration .

## Site Meeting Record and Process

An example of a Site Meeting Record with pertinent information about meetings was distributed and a process for its use suggested. ( see Appendix ) The record was to be kept by the cooperating librarian in each community. With the exception of one community, the project director and the evaluator visited each site separately or together at least once and sometimes more than once during the course of the project year. In addition, a second MBLC educational consultant made site visits and provided technical assistance to communities.

For example, on one of the preliminary site visits, the participants met in an classroom style seating, e.g. seats facing the person who had convened the meeting. This meeting format somewhat inhibited the full participation of those present and the project staff member attending the meeting suggested that the format be changed to a roundtable or placement of chairs in a circle for future meetings. At another site, it became obvious at the first meeting of more than fifteen representatives, many agencies had little understanding of the mission or resources of each others group. The two-hour meeting was a pleasant revelation to all present that there were untapped community resources and that new possibilities might be opened up through greater cooperation.

### Initial Questionnaire

A brief questionnaire served as an introduction to the staff about the communities where the projects were sited. The makeup of the participant teams, information about their organizations and their expectations for the project were recorded. This information was filled out and returned at the first joint meeting of all six community teams which was held at the outset of the project.

Results of this questionnaire enabled project staff to gauge the interest of the group. For example, one of the respondents indicated that their facility was currently being underutilized and this project might increase its use by families. Others expressed interest in participating in a project which would provide professional support and stimulation in order to reduce isolation.

Among the barriers which people expressed was a concern that many parents work at odd hours and it might be difficult to design a program which would accommodate them, or a concern that agency staff was already stretched extremely thin and the fear of being able to give sufficient time to a new project.

### Comments from the Initial Questionnaire

***"I would be happy if even two or three families learned to cope in this difficult world by being able to read and function at a higher level... children and parents sharing a love of learning and finding the library a caring, people oriented place." (Children's Librarian)***

***"Head Start is committed to early childhood education and family literacy development is paramount in both areas". (Head Start Director)***

***"We are underutilized now". (Library Director)***

***"I have been part of an early childhood collaborative project. The results were worthwhile, however the process was difficult. Difficulties involved public/private cooperation, budget control, feels of each group 'getting a fair share' of resources." (Chapter One Director)***

*Project expectations included:*

> ***"I have long wanted to work on parent-child literacy on a community level. I would hope to work for a few individuals at first, and spread by word of mouth to become socially acceptable". (Adult Educator Teacher)***
>
> ***"New avenues of cooperation and outreach. New levels of community involvement". (Library Director)***
>
> ***"I would be happy if even two or three families learned to cope in this difficult world and function at a higher level... children and parents sharing a love of learning and finding the library a caring, people oriented place. (Children's Librarian)***
>
> ***"To have (my agency) act as a nucleus of learning, incorporating multi-services under one roof". (Adult Educator)***
>
> ***"To have a sense of pride in participation in accomplishing a worthwhile project". (Library Director)***

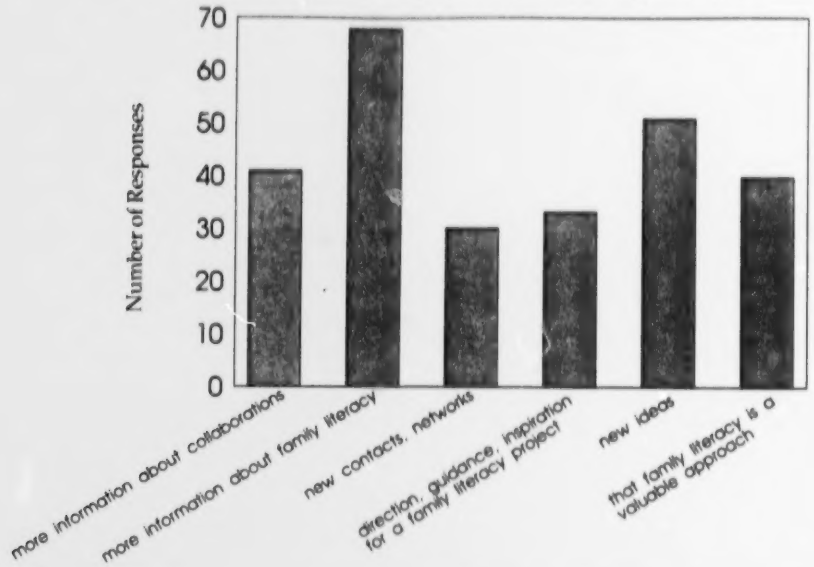
**Post- Conference Questionnaire to Participants**

A post conference questionnaire was mailed to 260 conference participants to record the perceived benefits of the daylong event, and to attempt to document action steps sparked by the Conference itself. While a conference evaluation was included in each attendee's packet, it was considered to be supplemental data. We decided to give the ideas generated at the conference time to settle. Furthermore, experience has proved that the typical, standard, post-conference evaluation forms frequently provide only superficial reactions to an event. The conference was so stimulating to both participants and planners alike that several weeks elapsed before a one page, post conference questionnaire was sent to all attendees.

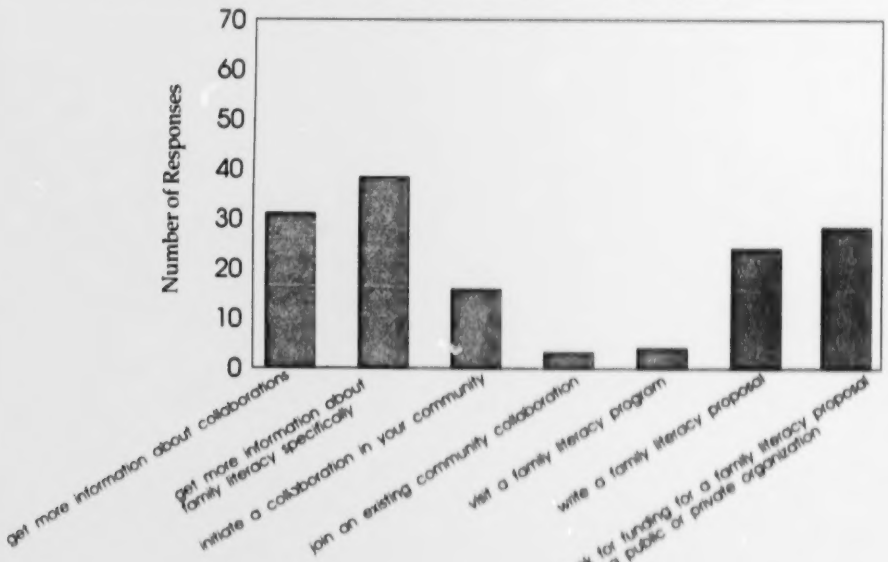
The post-conference mailing was successful in capturing the lingering impressions of both the CCFL participants and invited guests. A copy of this Handbook was offered as an incentive for completing and returning the questionnaire. We believe this was a factor in the high rate of return. (The questionnaires were mailed in August- the height of the summer vacation period. Even so, 35% of questionnaires were returned. (The Appendix contains a summary of the results. The bar graph illustrates the results.)

## Impact Of Family Literacy Conference On Participants

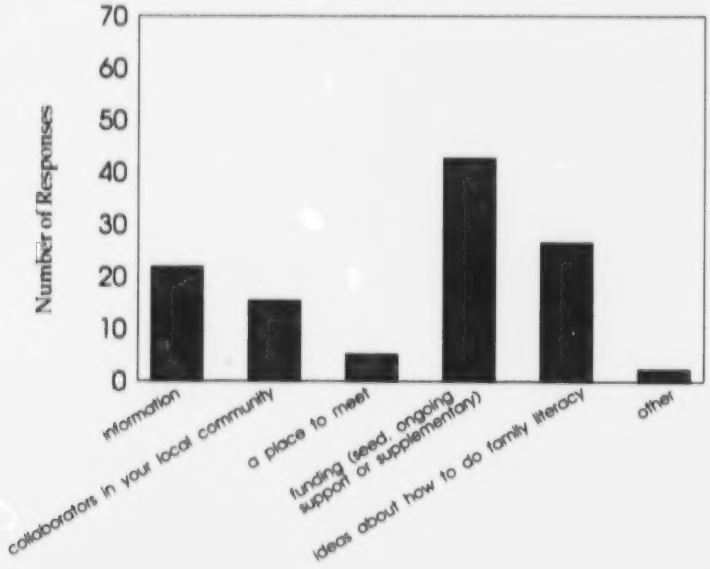
*Those attending indicated that they received/ learned the following:*




*As a result of the conference attendees indicated as a follow up they would:*



*Conference attendees indicated the resources necessary to establish or maintain family literacy were:*




| *The following number of respondents to the follow-up questionnaire indicated that they would apply for funding from:* | |
|---|---|
| Barbara Bush Foundation | 6 |
| EVEN START | 2 |
| Local/State Agencies | 11 |
| Title VI | 5 |

Comments from the Statewide Invitational Conference

*"I am thinking of a mini-family literacy project here at work- after hours for employees and kids." (Adult educator at workplace literacy site).*

*"I enjoyed the conference tremendously! I think it would be helpful to many if it were an annual event held in the fall." (EVEN START Coordinator).*

*"Our program plans to strengthen the family aspects of our curriculum- helping kids with homework, reading children's books, dealing with schools, family math . . . also we'll be trying to include teens with adult learners as mentors this year." (Adult educator in library literacy program).*

*"EVEN START is always looking to connect with other groups in our community... we have just enlisted RSVP (Retired Seniors Volunteer Program) to help our parents learn to cook and sew." (EVEN START Coordinator).*

*"I enjoyed the programs very much. I wish that every librarian across the state had attended." (Adult Educator working with library literacy program).*

*"Volunteers can play a major role in family literacy programs. We are ready and waiting to become involved. What a great day!" (Commonwealth Literacy Campaign director).*
*"This conference was a great inspiration." (Library literacy coordinator).*

*"Excellent conference. Filled a tremendous need in Massachusetts. Thank you for all your vision!" (Consultant, Massachusetts Bureau of Adult Education).*

*"Well organized, focused, diverse presentations. A change for adult literacy, youth and direct care providers from the same agency to come together for focused thought on family literacy." (Adult educator from a local community school).*

*"The family shelter is interested in working with school age children and their parents together. We included family literacy as a component of our proposal for the homeless." (Coordinator).*

*"The urban school teams have encouraged local public schools to write Commonwealth In service Institute grants under Adult Education. Five grants were written." (Director, Program for Urban School Teams, Mass. Department of Education).*

*"Head Start has just ordered two books through conference material and using a wonderful poster received." (Head Start Coordinator).*

*"This was a great conference and an excellent way to meet other concerned educators. I sincerely hope one is planned for next year." (Representative from Public Broadcasting)*

*" The Adult Learning Center is interested in collaborating on a family literacy project with family shelters and have written a proposal". (Adult literacy specialist).*

*"I was very impressed with the quality of the speakers presenta tions. Very informative. Have put a lot of those ideas into practice with our families. They love them too!" (Even Start Coordinator).*

*"The literacy center, public library, local school department and United Way have established the need for a collaborative. The workshop I attended gave us the incentive to forge ahead".(Library literacy practitioner).*

*"It re-energized me to use fine children's literature with adult students who are parents and grandparents."(Reading Consultant).*

*"The quality of the presentations was sustained from beginning to end". (Director, community opportunity and training center).*

*"I am interested in initiating a Reach out and Read program (Dr. Needleman's program with hospitals). Infants and toddlers are an underserved population. What a wonderful intervention!"(Multicultural specialist for Even Start).*

## Mid Project Progress Report

This mid-project report requested participant teams to evaluate their progress in developing working relationships across agencies and to identify barriers and solutions that affected the local agenda. (Appendix ) The results of the questionnaire were very revealing. It was obvious that as a result of the family literacy conference many participants had come away with new ideas which they wanted to incorporated into their final plans. On the other hand, some groups were having difficulty scheduling meetings during the mid-summer months when participation is less dependable because of vacations. Most respondents checked off the comment that "all things considered, our collaboration is working pretty well." It was interesting to read a somewhat discouraging mid-year progress report from one librarian who used the questionnaire to express her frustration with city budget cuts and general concerns about the library. However, five months later this same person communicated a more upbeat attitude in her personal interview with the project director. She remarked on the extremely positive effect of the CCFL project on the development of a new image for the library within the community.

Overall, the political and economic factors of the recession seemed to play havoc with all communities.

The greatest barriers to a successful collaboration at this point in the process were:

- the impact of a loss of state aid to cities and towns across the Commonwealth.
- stress on staff of all agencies who were stretched too thin.

## Post Project Assessment

At the end of the project year, and before the final date for filing a Letter of Intent for LSCA funds, participant teams attended a halfday meeting to share events which occurred during the course of the project. This focus group was involved in a brainstorming session to create a list of benefits gained from CCFL participation, to discuss specific barriers in the development of their plans and in general to make several specific recommendations. (See Appendix for complete document). At this meeting, two communities shared the success stories of what had been happening on the local level. One of the Chapter One directors in concert with the collaborative group wrote and was funded for a federal EVEN START award. Another group mentioned that one of the key players in the collaboration had received national recognition for its workplace literacy efforts.

*Participants Indicated The Following Indicators Of "Success"*

- The collaborations achieved the following:
- developed new tools for interagency planning
- promote better ways to serve a shared target population through planning
- reduced isolation

- developed a local network of service providers
- succeeded in getting state policy makers to make a commitment to family literacy
- provided materials and resources
- changed conceptions of service from an individual to family focus
- provided confirmation to libraries about their role in service to families
- provided outreach strategies to different populations
- provided opportunities to share information about services (problems, ideas, dreams).

### Letters of Intent

The letters of intent were the one page written commitments from communities which signaled their intention to formally apply for LSCA Title I funds for FY 1992. Each participating site was invited to submit such a letter to the MBLC by October 1991. However, submitting the letter of intent was not a condition for participation in the project itself. In fact, five communities submitted a letter of intent to apply for LSCA Title I funds to the Massachusetts Board of Library Commissioners. This was evidence of "good faith" on the part of the programs, since the cycle is lengthy, and no immediate decisions on the success ( or failure ) to fund projects was possible until June, 1992. The Board had established a priority for family literacy proposals for 1992 as an incentive under the most recent supplement to its federally mandated *Massachusetts Long Range Program 1991-96*. Furthermore, two communities had made substantial progress in their collaboration and were able to submit a finished proposal for LSCA Title VI funds to meet the December, 1991 deadline. The plan outlined in the Title VI proposals would expand the service area of the project they were proposing to develop with Title I funds. Although decisions on Title VI will not be made until June, 92 the finished proposals revealed the progress which both communities had made in their planning efforts.

### In depth Interviews

In-depth interviews were conducted by the Project Director in two modes either by an on site visit or by extended telephone interviews after the official end of the project. In each case, several team participants were queried for differing views of the collaborative community process. This information was incorporated into the Handbook.

### Final Proposals

Five of the six communities participating in this project submitted final proposals. Each proposal was based on the unique needs of the community and a specifically developed plan. Some of the family literacy objectives presented in the five proposals include the following:

*Proposed Family Literacy Objectives*

- To hold at least 16 intergenerational activities for adults and their children (at the library) between February and June.
- To establish a core collection of library materials for families that will be ability and interest appropriate and to circulate at least 300 of these items by June of the project year.
- To establish a collection of at least 200 adult new reader and family reading materials in an area of the library designated as a Family Learning Center and to circulate each item at least once by the end of the project year.
- By the end of the project year, 90% of the parents involved in the project will read regularly to their children at home as measured by a locally prepared survey instrument.
- By the end of the project year, to host five parent workshops. Project participants will attend at least three of these special programs as measured by attendance records.
- By the end of the project year, 80% of parents involved will have demonstrated improved skills in reading to their children as documented by videotapes of initial and final sessions.
- By the final month of the project to develop at least 50 family reading kits for at risk parents and children and to circulate these kits at least five times each.
- Beginning at the 10th month, set aside one day a week for two months to take the bookmobile to housing projects and family shelters to present programming and book exchange to at-risk families in conjunction with EVEN START program.
- To involve 8 parents and children identified through Chapter One in a series of shared twelve week story hour sessions.
- To involve families in a series of workshops where they will be attend separate parenting/ storyhour sessions followed by shared parent/child activities.

## PART THREE: LESSONS LEARNED

### Reasons for Community Participation in this Project

Overall, CCFL participants agreed that community agencies participated in this project for the following reasons:

1. There was an incentive to collaborate, e.g. the prospect of future funding and the understanding that they would receive some new resources in the form of print and non-print materials.

2. Community agencies were hard pressed to meet the needs of parents and children and they acknowledged the need to look at shared resources.

3. In most cases, the CCFL project director was able to make contact with more than one agency or organization in each community and present the case for joining a collaboration both verbally and in writing.

4. Some of the adult basic education professionals indicated their willingness to participate in a project coordinated by the state library agency because of their previous positive experience with MBLC staff around shared issues of adult literacy.

5. The topic of family literacy was gaining a lot of national attention and for many human service providers, the concept of addressing the needs of the family as a whole made good sense and they were willing to learn more about it.

6. Some groups had prior experience with community collaborations, although not perhaps at quite the same level of activity. However, their experience had been positive and they were willing to consider working together.

7. And finally for some, there was the perception that being involved in what was designated as an innovative or discrete "special project" would be worthwhile and they would be getting some technical assistance along the way.

The CCFL experience, joining in new community collaborations for the purpose of planning for community needs in family literacy, has been a learning experience for the project team and participants alike. While some experiences were particular to this project, many will be reflected in projects which others may develop.

### Characteristics of Successful Collaboration

Some factors which characterized the most successful collaborations follow:

1. They included representatives from three important community agencies: libraries, adult literacy providers and Chapter 1.

2. Teams met more frequently than the four meetings suggested (during nine months).

3. Teams had an agenda with short-term objectives to accomplish at each meeting. They respected each others' busy schedules and dismissed the meeting when the work for each was accomplished. Because of this approach, small step projects emerged such as the jointly sponsored bookmobile in one community. It helped to build a trust relationship and immediately proved the value of collaboration.

4. Someone from a participating agency assumed a leadership role, either self-selected or delegated, with the group's approval.

5. The community began by identifying and articulating the role each already provided in support of literacy within the family. Without this step, there was a lack of understanding about missions, goals, and constraints. Even with small communities, many people had not met before they began participating in this project. For example, the community mapping exercise enabled the group to plot the location of agencies and facilities for each town, discussing transportation, opening hours, and jointly exploring the advantages and disadvantages of each locale.

6. Individuals met and talked with participants from other communities with the same jobs and philosophies, as well as with different agencies in their communities. This expanded general and specific knowledge of differing and similar perspectives. This also verified the missions of agencies which were previously unknown.

7. Teams all attended the large group meetings where they developed a common understanding of the goals of the project and also of the components of family literacy programs. They were able to share experiences which reduced isolation and built camaraderie. Traveling together in one car to meetings also strengthened a burgeoning network and helped people to become better acquainted.

8. Teams were represented by a person with the authority to make decisions for the agency--- in those which were not so represented, the shadow of absent decision makers reduced the credibility of the representative to others and slowed down the development of trust relationships.

9. They diffused information about family literacy across agencies and within several layers of agency life, spreading the family literacy/collaboration concept to a larger group of people and helping to establish ownership and support.

10. Teams and individuals began to adapt a broader vision of service delivery in a community-wide and family oriented sense, rather than focusing on a narrow vision of community and services to individuals.

11. Collaborations began to envision themselves in new roles in community partnerships with other social and educational agencies. The value of partnerships and coordinated services became more "real" through this project and unified their visions. The word community became less of a concept and more of an operating strategy.

12. Teams began to institutionalize their mission as serving families rather than individuals- for example, one group began to incorporate family literacy into their long range planning goals.

13. They learned that all "models of practice" need to be tailored to location conditions, and that, together as a team, they had the judgment necessary to do this planning.

14. They learned that the richer the mixture of team participation, the more resources were available for the community.

15. Finally, they discovered that "collaboration" is a process that can be learned— that skills like conflict management, understanding the values and motivations of others and dealing with difficult personalities can be learned through training-- and that more training in this process would be helpful.

## Elements of Successful Collaboration

*The elements of a successful collaboration may include the following:*

- involving the key players
- assessing the contributions which each participant could contribute to the project
- achieving a shared vision for a family literacy project
- developing a project design which all members could support
- fostering a climate which allows for diverging opinions and ideas
- setting attainable, achievable objectives for the shared project
- assigning tasks for carrying out project design
- building ownership at both interagency and intragency levels
- providing a mechanism to deal with misunderstandings or barriers
- beginning to institutionalize change within organizations which would ultimately affect the delivery or development of improved services
- communicating the success of a collaborative effort.

An increasing amount of literature on collaborative efforts is being written. In two monographs published by the Education and Human Services Consortium, *What it Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services* and *Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Services to Children* certain guidelines for the development of cooperative collaborations and partnerships have been identified. The following questions adapted from these two sources were used to provide a context for interviews with community participants at the end of the project year about their role in moving forward a collaborative project:

The questions and the responses they evoked begin on page 44 and are adapted from these two sources.

The chart titled "Key Elements of Collaboration in Support of Family Literacy" which is found on pages 42 and 43 conceptualizes the different possible levels of collaboration which exist. These elements, arrayed in four Levels by six Categories, display the collaborative process and the interrelationships among them. The chart suggests and summarizes the complexity of the collaborations. The Levels and Categories can be generalized to other family literacy projects. (Note: The chart is displayed on these pages so it can be viewed in its entirety.)

| KEY ELEMENTS OF COLLABORATION | | | |
|---|---|---|---|
| **Levels of Collaboration** | **Members** | **Key Characteristics** | **Origin** |
| *Level 4*<br><br>Administrative State or Corporate | e.g. state library agency<br>Bureau of Adult Educ.<br>State Head Start<br>State Chapter One<br>State EVEN START | -Networking<br>-Meets less frequently<br>-State Focus | -mandated or initiated in response to a need<br>-formal |
| *Level 3*<br><br>Interagency in the Community | e.g Director of Community agency<br>Library Director<br>EvenStart Coordinator<br>Chapter One Diretor<br>Adult Learning Center Director<br>Head Start Director<br>Others | -Coordinating<br>-Designates representstive to community collaboration<br>-meets more frequently (quarterly or as needed)<br>-more stable membership<br>-local focus | -may be required by funders<br>-may be outgrowth of networking<br>-formal/ informal<br>-may be spontaneous /grassroots |
| *Level 2*<br><br>Community Collaboration Partner | Designated Representative to the collaborative (may also be same as level 3)<br>e.g. adult literacy teacher<br>children's librarian<br>chapter one teacher | -collaboration/ negotiation<br>-more complex<br>-multiple players<br>-collegal leadership<br>-meets frequently (monthly or as needed)<br>-significant decision making | -may be required by funders<br>-may be outgrowth of community coordination<br>-may be spontaneous /grassroots<br>-voluntary |
| *Level 1*<br><br>Client/Agency (Program Level) | Frontline worker (may also be same as level 2)<br>e.g tutor/ volunteer<br>home visitor<br>librarian<br>teacher | -negotiations more complex<br>-local focus<br>-service delivery level | -outgrowth of collaboration |

| IN SUPPORT OF FAMILY LITERACY | | |
|---|---|---|
| **Structure** | **Committed Resources** | **Facilitating Activities** |
| -separate identities<br>-multiple agencies<br>-written agreements<br>-overlapping client groups<br>-shared tasks | -technical assistance<br>-dedicated monies state and federal set asides<br>-incentives<br>-shared events<br>-materials | -developing policy for collaboration RFP process and form<br>-developing joint evaluation plan<br>-use of same funding cycle<br>-support of liason position |
| -separate identities<br>-multiple agencies<br>-overlapping client groups<br>-coordinating information sharing<br>-may involve written agreements | -committed resources<br>-time<br>-personnel<br>-space<br>-equipment<br>-publicity<br>-human capital investment | -support for participation in a collaboration<br>-support of designated staff person<br>-communicates with levels 2 & 4 |
| -common mission<br>-shared vision/purpose<br>-tasks often expressed in writing<br>-may involve legal documents<br>-individuals represent agency | -time<br>-committed resources<br>-personnel<br>-space<br>-publicity<br>-resources are shared | -key communicator to levels 1 & 3<br>-ongoing working relationship<br>-shared mission to develop program<br>-joint needs assessment<br>-community mapping<br>-shared program design, evaluation and support services |
| -in kind contribution of services<br>-part of ateam<br>-site specific | -time<br>-space<br>-shared materials | –ongoing working relationship<br>-shared training<br>-shared involvement with specific families<br>e.g. case management<br>-parenting<br>-adult/child activities<br>-communicates with level 2 and sometimes 3 |
| | | |

## Responses to Interview Questions

**Q 1. Did these groups involve all the key players?**
In the communities which participated in this project the following community agencies were among those represented as partners in local collaborations:

- public library
- Dept. of public welfare
- regional vocational/ technical high school
- state college
- United Way
- Chamber of Commerce
- Private Industry Council
- local daycare
- local opportunity center
- girl scouts
- service clubs (e.g. Rotary)
- local prison
- cable television
- Head Start
- local school: Chapter One directors, school librarians, teachers, administrators, special education, bilingual education
- community college
- adult learning center
- Neighborhood Community Center
- Community Action Center
- Literacy Volunteers
- EVEN START
- employment and training center
- local foundations
- criminal justice department-juvenile offenders
- family shelter

In those projects which were most successful, representatives from the library, adult literacy, children's services and Chapter One programs were all active participants. This meant that each agency representative could speak to the issue of developing and providing services from the point of view of the child or the adult or in some cases, of both. In those cases which were most successful, the group met more often than was suggested by the CCFL proposal. One community which had already developed a family program met weekly, while another group met at least eight times from December until September. This group was represented by the director of the library, the director of Chapter One and the director of Adult Basic Education thus demonstrating a high level of commitment to the process.

In one collaboration, three separate municipalities were involved in developing a project which would take place at multiple locations. This could well have proved a daunting endeavor. However, as one adult basic educator noted, these communities have had a long history of successful cooperation. Again, this group included the participation of program directors who were at the top of their organizations; their executive positions enabled them to make decisions critical to the direction of the program. Early in the process, the group received support from a local Opportunity Council, which is a community based employment and training agency. Of the six collaboratives, this group achieved the broadest support among diverse agencies which included representatives from business, employment and training, welfare, the criminal justice system, and a local children's service center.

Moreover, this collaborative formed just at a time when the local United Way hired a new director. The group was in an opportune position to provide input into United Way's

literacy needs assessment for the region. This placed the group in a strong position to not only identify service gaps but to focus on future needs and ultimately to have an impact on an overall economic plan for their region.

The library director observed that had she not been her organization's principal representative, it might have been more difficult. As the director of the library she succeeded in getting a correspondingly high level of attention from the group. She stated had she not been the representative, it would have been extremely important for her to attend the initial meeting in order to show support for the person designated as the liaison with the group.

**Q 2. Were your teams able to come up with a realistic strategy which all members could support?**

A critical factor in the success of this project was the ability for each community to identify the strengths/knowledge which they brought to their individual group. Of the six communities participating in this project three developed a collaborative plan, which actively involved the library as a site for adult or family literacy. One developed a strategy in which the library would serve as a resource center for families receiving adult literacy instruction at another location and one focused on developing a relationship between Chapter One families and the library. The final community will continue to implement its existing family program involving the library although the site has been changed.
In almost all cases, those communities which were most successful began by identifying and articulating the role which their agency provided in support of literacy within the family. This was a critical first step because in a number of cases, there was a lack of understanding among groups about mission, purpose, resources, etc.

In one community, a first and extremely positive step was to develop a citywide *Family Literacy Directory* for purposes of information and referral about programs, hours, resources in service to families. In another community, the group conducted a very thorough community needs assessment complete with graphs and charts which gave the group an excellent idea of the service population and where gaps needed to be filled in. It also advanced this group's proposal writing ability . The same data was available for different agencies to use when applying for funding from different sources in support of a shared plan for family literacy.

It was especially important to conduct a needs assessment which would look at the data in a new way, e.g. how can different sources of data be brought together to make a case for family literacy. Those communities which were involved in a thorough needs assessment were better able to define their role within the collaborative. As a result, it was easier for the group to develop a sound proposal which all members could support.

In some communities, the issue of turf had to be raised in order to clear the air. Some adults may have been receiving adult literacy services and these same adults needed to be targeted by Chapter One directors for parental involvement. Within the context of this project, the library was frequently perceived as a neutral agency which would be able to apply for funds from a discrete funding source on behalf of a plan which would benefit the community as a whole. Moreover, it was understood that only the library was eligible for these funds. For

many groups, the more they worked together the greater their comfort level became in addressing shared issues.

By identifying the mission and purpose of each agency vis-a-vis a family program, different agencies began to see how they could approach a variety of sources to fund a family program which would coordinate services from various agencies and ultimately benefit a shared client group.

In order to build a shared vision, community participants needed to carefully articulate the goals which their collective organizations could support. In one community that vision was in place after five months of intensive planning. The Chapter One Director became so convinced of the viability of the family approach that she put a tremendous amount of energy into writing an *EVEN START* grant. They were one of two communities successful in obtaining that grant in the state. In subsequent discussions, team members acknowledged the value of the CCFL planning meetings in the achievement of this highly competitive award.

Because the state library agency had suggested that a well designed plan would result in funding, most communities were willing to become involved in this process. One library director cautioned that you cannot call a group together just to plan as "an exercise." She stated, " You need to organize with a focus."
In almost all cases, the role of the library in this project was to serve as a resource for families to come together. In four communities, the library has decided to designate one room as a family learning center. These resource rooms will be stocked with craft tables, comfortable chairs, a rug and some bookshelves. They will contain many of the preliteracy materials which low literate families do not have in their homes. In some cases, the target families for the family program will be adults who are already receiving literacy instruction at another site. In other instances, the library will contract with an adult education agency to provide on-site instruction for adults including computer-assisted learning for both parents and children.

**Q. 3. Did your teams develop a communication process which allowed diverging opinions and ideas thus giving all players an opportunity to be heard?**

In those groups which kept more closely to a schedule, one person generally assumed responsibility for setting the agenda, but all members of the group participated. Those groups which kept to their agenda and met the short term objectives, e.g. bringing data for a needs assessment or initiating contacts with a children's service agency, seemed to be most successful in developing a completed plan. One group had such an outstanding record of staying on schedule that they were close to writing a finished proposal even before the letter of intent stage. The risk in any collaborative effort is that group must begin to click, in other words develop a synergy, or they may end up spending a lot of time and resources "spinning their wheels."

**Q. 4. Did your teams set attainable, achievable objectives for the shared project?**

In most cases, the individual communities have yet to test their plans; however, in a number of cases, the act of working together allowed the completion of some short term objectives

which moved the organizations closer towards the goal of a shared project. For example, in one community as a result of the cooperative effort, the children's librarian went to the EVEN START center and met with parents, and EVEN START staff brought parents and children to the library to sign up for library cards. In addition, the children's librarian was invited by the Chapter One director to participate in a workshop to make Big Books and flannel boards.

This past summer after the initial collaboration began, an EVEN START staff member went on the bookmobile with the children's librarian once a week and visited housing projects and day care centers in their communities. They secured a source for book giveaways, shared storytelling and involved families in crafts at these centers. This was a highly successful, achievable activity which grew out of a collaborative relationship between both agencies. It also served as a possible objective for a future shared project.

**Q. 5. Did your teams keep your goal of a working, family literacy project as a planning objective?**

The majority of those interviewed cited the value of the December training session which presented different models of family literacy and discussed the importance of community mapping and basic needs assessment instruction as vital to the subsequent positive outcome of successful planning meetings. This training provided a common understanding of what different model programs might look like and enabled communities to envision the components of a successful program in their individual communities.

It is clearly important to provide training for communities in how to set up a collaboration. The visits made by the project director and educational consultant provided a link to all other projects and gave those interested in planning an opportunity to ask questions which were viewed as helpful by the groups. Throughout the project year local collaboration teams had an opportunity to interact with one another both at the June conference and again in September. In the evaluation session most participants expressed interest in maintaining an " ongoing support group" for a statewide family literacy. Community collaborators and others who attended the first conference continue to discuss the possibility of planning and holding a second statewide family literacy conference.

In one community, after a number of months of trying to make the collaboration work with two communities, the library decided to focus on a project which would begin with "smaller steps" by working in cooperation with Chapter One.

**Q. 6. Were your teams able to build ownership within the collaborative at both interagency and intraagency levels?**

From the experience of this group, collaboration must work at several levels. It is critical to build a sense of trust among different providers before focusing on developing a collaborative project.

As was noted, when the agency or library director was the principal collaborator, that person had the ability to make decisions which would be backed up by the group. It was the general consensus of those interviewed that if the library director is not the primary participant he

or she must back up the person through a visible presence at the first meeting. It is important to show that someone has the authority to speak for the institution.

In at least two communities, the director of the library was more of a shadow figure in the whole process. Participants in the group felt that the final plan would have been strengthened by a a more active presence of the director from time to time.

In one community, a number of parallel initiatives around family literacy had begun to emerge. As a result of the CCFL project, the library was brought more fully into the partnership and the "ad hoc committee for family literacy" became more of a solid, coordinating committee for family literacy within the community. It included participation from 1) adult education; 2) Chapter 1; 3) the public library; 4) Headstart; and 5) homeless and family shelters. As the coordinator for *EVEN START* noted, the collaboration kept the various players talking, working and learning.

One director commented, "You have to sell this project to different layers of people involved in a project." This seems especially true when an agency is involved a totally new undertaking. Staff at all levels need some basic idea of the "project" in order to field questions which will inevitably arise when the agency representative is not available.

**Q. 7. How did your teams work around issues of misunderstandings or barriers to collaborations?**

Specific among the barriers/issues confronted by CCFL participants were the following:

- lack of sufficient authority among some members of group to commit their agency to the final project development or/ perceived lack of support for an individual who represents the agency.
- fluctuation in composition of members of the group creat ed an inability to focus on a shared plan.
- lack of full representation of all the key players e.g. no adult education program.
- time constraints on individuals who were attempting to develop a collaboration while still performing their other "real" jobs.
- turf issues relating to funding, perception of mission of one agency.
- lack of resources, e.g. money to photocopy material for distribution to all participants.
- state and town economy playing havoc with otherwise well intentioned collaboration, e.g. inability to address issues because of fighting for survival.
- lack of technical assistance, especially true when specific problems arose in a given community.

## Barriers to Collaboration

For one community, a major barrier was the absence of the full complement of agencies. The theory of actively involving support from the library, adult education, Chapter One as well as family support services would appear to be critical to the design of a successful family project. In one community already on shaky ground, a switch in Chapter One Directors at the beginning of the school year further eroded the group's ability to focus on a final plan.

On the other hand, in one community this did not prove to be the case. When the Chapter One Director left her position at the end of the summer, there had been so much credibility built up in the "team approach," it did not seriously impede the project from moving forward.

Another barrier which was not surmounted was a concern over the identification and recruitment of adult learners for the family program. The person representing the agency was not a program person, familiar with recruitment, but a professional who worked with concept and theory of adult education.

In one community which was less successful with its collaboration, interested community representatives were unsuccessful in involving the local library. At the outset, the local library director wrote to the project director expressing that he was... "ill-at-ease that in this project the library is a focus for solving a social problem of such dimensions that our school systems, all with significantly more funds available locally than any public library, have not been able to meet head-on with success... he further explained, "This proposed project, as I see it, encroaches into an area of education where others are far better trained to focus on teaching reading skills than librarians are; we aren't trained for this at all!" One may wonder at this response coming from a library director who received the exact same information as everyone else invited to join the project. This perception of the library's role in the community may be quite common and shared by many in the library profession.

The CCFL project goals were clearly outlined in the invitational letter. This project proposed only to involve the library in support of family literacy in the community. At no time was it stated as a project outcome to put in place a literacy program within the library or that librarians would be directly involved in a teaching role.

Another factor not to be overlooked in this community was that the adult literacy component was represented by a dedicated professor at a local state college who taught Adult Basic Education. However, there was no working adult education program. As a result of the above barriers, the first community joined forces with an adjacent municipality in an attempt to involve component groups from both communities to make up a "working team". Again in the second community, the working adult education program chose not to participate. Over the months, the composition of the group fluctuated from meeting to meeting with new players showing up at each scheduled meeting where the whole purpose of the project had to be explained again. In the end, the core members from both towns were unable to focus on a plan which would equally meet the needs of all partners in the collaborative. A factor in the inability to focus on a plan may have been the lack of participation from a "working" adult education program. As recently as the final interviews, some participants were expressing concerns about how to recruit potential adult learners to a family program. As the deadline for the final proposal drew near, the library director of one community was unable to convince the local fiscal authority to subcontract grant funds to another community. As a result this group decided to divide and to seek separate funding sources. As this was the only attempt at collaboration which lacked an active adult education program as a participant in the collaborative, one might infer that this may have been a contributing factor to the problems of the project design.

One difficulty experienced by most communities was how to best involve local Head Start and day care centers. One director commented that the school-public library relationship was fairly good before this project began, but it was harder to involve local Head Start. For example, in one community the Head Start program is located in an Industrial Park located outside of the main community area. Therefore, lack of transportation for children or children and parents to get to the library continues to be a barrier to be addressed and the group needs to investigate a source of funding to address this issue.

In some communities, it was a slow process to learn how to work together and to put aside individual, short-term goals in favor of a longer look at the impact which a collaborative project would have on the community. Those groups which had the most success were able to demonstrate that the collaborative group was in itself one of the best "selling points" to funders. Indeed, the LSCA Title VI grant round deadline was delayed for five weeks in order to respond to the goals of *America 2000*. Prospective proposal writers were informed that they could receive an added fifteen points to their proposal by showing how well they were collaborating/cooperating with other providers.

**Q. 8. How did the project begin to institutionalize changes?**

Among the most significant changes which took place within a fifteen month period were:

— the concept of family literacy began to be considered within the overall planning goals of both libraries and adult educators.
— adult literacy professionals began to speak more about adult and family literacy rather than adult literacy by itself.
— community members became aware of the collaborative and began to ask questions which indicated a growing understanding of the concept of family literacy.

In one library, the short-term goals of designing a family literacy project ended up being incorporated into the library's over all planning goals. Currently, the MBLC is requiring long- range planning as a requirement for future LSCA funding. Therefore, many libraries are actively going through a formal planning process. The children's librarian noted that family literacy activities were identified as an important role and as a result have been written into the library's overall plan of service.

In another community, the director of adult basic education who teaches by day in the school system began to coordinate visits of middle school students to the public library on a weekly basis. The public library director remarked that this activity was a direct result of the adult education director's increasing involvement in the community collaboration. His positive relationship with the library staff prompted a better understanding of how to utilize the library in another aspect of his work, one which would ultimately have a positive benefit on the literacy level of middle school students.

Publicizing the work of the collaboration through newspaper articles and announcements at agency staff meetings seemed to raise awareness that the group was working together.

One director commented that after a year of collaboration the local school superintendent queries, "What's going on and what are you going to do next?" Publicity about the project seems to have a positive effect and create a community interest and involvement.

As a result of this project, four community libraries will institutionalize a new service, e.g. a library family learning center as described above. This is a new approach to serving families which will be linked with other community agencies serving a shared target group.

## Summary

Collaborative relationships are the means to reach ends, and not ends in themselves. The fact that a group continues to meet but does not move forward may be an indication that the group is unable to focus. Collaborative relationships can begin to identify the points where a variety of groups are serving the same target audience;however, they alone are often not able to proceed because of external factors such as inadequate funding or lack of transportation to programs. Those who collaborate as representatives of their organization must be fully supported by their administration and given the necessary time to spend on articulating the relationships among all partners. Collaborative efforts are time consuming. In many cases participants will need further training in problem solving, how to conduct effective meetings, and how to resolve conflicts in order to avoid problems related to turf issues.

The development of a successful collaboration requires that all players participate. This should not be viewed as a situation where one person or agency is the leader and others act as passive participants.

In responding to questions about the success of the collaborative effort at the end of twelve months, it may be observed that for a variety of reasons, three of the six communities could consider themselves highly successful in meeting and achieving most of the goals set out for this project. Another group seemed to be moving in the right direction, especially in discovering an appropriate role for the library in support of family literacy. One community had already established a small family program which included an active role for the library. However, by the end of the fiscal year, this library's budget had been seriously cut thereby affecting pursuit of further funding. Fortunately, the local school district assumed the costs for the family literacy collaborative which was established. In two other communities, however, in spite of a long period of involvement together, the plans for family literacy are not as fully articulated and a final project design is still under development.
The fundamental question which many participating agencies needed to ask themselves before embarking on a year long process is, how effective are they in reaching and serving clients if they continue on their present course? The next question might be how, would the development of a collaborative relationship improve services to this shared, overlapping client group?

## Observations about Building Collaborations

Overall, the CCFL project encouraged collaboration and cooperation around planning for family literacy in local communities where previously, none had existed. Revealing observations were made as CCFL participants spoke of their common objectives for recruiting and serving hard-to-reach clients, which, in many instances, are the **same** target families identified for services by each individual agency or organization. (We wondered, if in better times, this realization went unacknowledged or just unspoken). Reduction in redundancy is one potential costsaving in services addressed by increased community collaborations.

Staff spoke of reaching out to meet others in the participating communities who, without the opportunities provided by the CCFL experience, would not have met in the course of their professional responsibilities. Under "normal" conditions, Chapter I administrators for example, housed in school or administrative buildings of the local education authority would have little opportunity or need to meet officially with local librarians. Similarly, adult basic education administrators and teachers, while perhaps aware of the local libraries' resources, may not have physically entered these settings, nor made themselves aware of the actual and potential services offered by the libraries. In-school professionals ( Chapter I ) rarely ( or never ) met out-of-school colleagues (e.g. ABE, Head Start). Thus the project drew together a variety of service providers with similar organizational missions who previously had no (or very sketchy) knowledge of each others' organizational missions, and resources.

It would seem that economic hardships fostered collaborations in local communities. Collaborations may coalesce more easily as a result of the shared economic woes. For better or worse, when resources are readily available, the motivation to share them is reduced and individual organizations' turf is better protected. Making do with less coupled with the realization that nearly all workers and organizations are vulnerable seems to increase the spirit to collaborate among the CCFL participants.

As a result of cutbacks, travel reimbursements were harder to obtain, and this affected staff participation in CCFL events. Emergency meetings forced participants to choose among priorities, and their own organizational needs were primary among the participants, understandable in these circumstances. These are but a few of the indicators of the hostile conditions of the environments in the local communities we asked to join the project and a few examples of impacts on the project itself.

The Statewide invitational conference, **Building Community Collaborations for Family Literacy** was a vital activity in the project according to follow-up evaluations of the conference. This event provided a rich, one day immersion experience in the concepts and practices of family literacy. It contributed to knowledge through its seminars and workshops, it informed and motivated action, and was itself an example of multidisciplinary collaboration, gathering the resources of Adult Basic and Early Childhood and Headstart and Chapter I educators and administrators, representatives from state and local education associations and staff from a wide variety of organizations. It facilitated networking and acknowledged those working in the CCFL project. It cemented the concept of family literacy as a priority effort and emphasized the benefits of its collaborative approach.

## PART FOUR: STEPS FOR LOCAL COMMUNITIES TO CONSIDER IN THE DEVELOPMENT OF A COLLABORATIVE PROJECT

*The following emerged from the experience of working with local collaborations:*

### Guidelines for Effective Community Collaborations

1. Community groups should agree on a local need, or at least agree to work with other community providers to more fully determine that need.

2. The library or agency taking the lead needs to identify other core members of the community group and to seek to involve them in the cooperative development of a community wide plan for family literacy.

3. The group should identify a meeting space. It is often helpful to rotate meetings to different community sites in order to familiarize participants with the resources of each partner.

4. Teams may require learning some new skills and may need to participate in a training exercise in community mapping and how to conduct effective meetings.

5. Participants should share as much information as possible within their group. The provision of photocopies of monographs, articles or a resource collection on family literacy is useful to developing a shared knowledge and a shared vision. If a local business or private sector partner is part of the collaborative, perhaps they can contribute photocopying, postage or a small amount of money to pay for this. Photocopying is viewed as an important, low-cost but necessary support service which should be provided.

6. Groups should keep their meetings to established meeting times and try to accomplish small, concrete, achievable objectives at each meeting.

7. Groups which have trouble focusing may need to bring in someone with experience as a facilitator to help the group get back on track.

### Three Steps for the Massachusetts Board of Library Commissioners

**1. Provide incentives**

This project provided leadership and direction from the state library agency to begin local community collaborations at the local level. Because programs were not field-initiated, it was necessary to provide an incentive to collaboration in the form of potential funding and technical assistance to get the collaboration going or to further encourage cooperation where an initial structure existed.

**2. Linkages to state policy makers**

Because the Massachusetts Board of Library Commissioners project staff were known to have experience with family literacy programs, the state library agency had more credibility to initiate these projects at the local level. Although this project received modest support at the conceptual stage from the Governor's Interagency Literacy Group, it was not developed with the full complement of statewide linkages in place such as Chapter One or Head Start. However, as the project evolved and after the Family Literacy Conference, closer ties with the state director of adult basic education, state coordinator of Chapter One and other interested policy makers were forged. This linkage of state policy makers was fundamental in order to reinforce the need for a shared vision of cooperative planning for family literacy at all levels.

**3. Create resource centers**

A resource collection is fundamental to the development of family programs. The MBLC should maintain a basic collection of family literacy materials and at minimum an extensive resource list of materials which would be useful for beginning a family literacy collection. As part of the CCFL project, it would have been important to purchase these support materials earlier in the project year when it would have been most helpful to these developing groups. Fortunately, in spite of the delay in resource collections, most communities were successful in planning for and in some cases implementing a family literacy project. The materials purchased for community collaboration members and families in programs will continue to be useful as the groups design and fine tune their final projects. A number of programs requested video material which is especially useful when presenting the concept of family literacy to both parents and caregivers. This was addressed as part of the total print and non-print resource collection. (see appendix for resource list).

## Eleven Steps for State Policy Makers

**1. Family Literacy priority**

It is helpful to local programs if there is state policy which sets a priority for the development of family literacy programs. Without a doubt, most federal and state authorities are placing a heavy emphasis on the willingness to cooperate with other providers, without attending to their abilities to do so.

**2. Statewide technical assistance**

Technical assistance in the development of these projects is absolutely necessary. The training workshops given to the core group of participants was critical to the success of the projects. People need to have a shared knowledge base: a firm understanding of the definitions of family literacy and the elements of a successful program. It is helpful if they can read about or even better see a model program. They should be able to receive assistance from other program providers who have experience in running a family literacy program.

**3. Provide resources**

The incentive for funding and the location of possible resources is also important. In many cases, although the final amount which the library might have been able to apply for was small, in comparison for example to the funds given by *EVEN START*, it nonetheless served as a catalyst to begin working together. The participants always had the goal in front of them: a deadline for developing a response to the RFP.

It is important to provide resources for participants as they develop a plan. Such topics as emergent literacy, early schooling, parenting and titles on family literacy program models such as *Parents as Reading Partners* or *Family Reading* will be helpful in developing and supporting the concept of family literacy. A small grant could be provided which would enable programs to buy an initial collection of board books, concept books, alphabet books which would form the beginning of a family learning center.

**4. Provide technical expertise in family literacy**

Finally, because of the emerging nature of family literacy and because a variety of programs are based within different areas e.g. adult basic education, libraries, early childhood, it is imperative that policy decisions reflect a collaboration of state and local agencies with the knowledge and expertise of this complicated new field. This work should be coordinated by one agency which has the knowledge and understanding of the diverse nature of the delivery system and the target groups involved, but at the same time, that agency should be in regular communication with other state and local providers in order to widely disseminate information about the importance of family literacy programs.
At present a number of agencies are seeking to address a piece of the family literacy agenda. Chapter One, Head Start, Adult Education and other programs may need to examine their guidelines for funding programs which could provide support for family literacy.
In Massachusetts, state agencies have been discussing the development of a common RFP for service.

**5. Provide training**

Agencies at the state level need to provide technical assistance and training in program design. Given the finite amount of resources available and the nature of family literacy, improved coordination and collaboration at both state and local levels is needed especially among those serving families.

**6. Encourage partnerships with private sector**

It is significant that the private sector has taken an interest in family literacy. Local businesses and private foundations such as Bell Atlantic should be encouraged to enter into partnerships in support of family programs. Moreover, as a way of generating more support, it would be important to showcase successful efforts as a way of attracting more private sector support.

**7. Extend workplace programs**

Those programs which already offer a workplace education program should be encouraged to consider adding a family component as a way of successfully enhancing an existing program.

**8. Target women and children**

Specific efforts must continue to address the needs of women in poverty including minorities, teenage mothers and single heads of household. Research has shown that investment in the education of women yields multiple results. As the need for more highly educated workers grows, the labor force will need more women with higher level skills who as parents are the most important factor in the success of their children regardless of gender.

**9. Reduce barriers to collaboration**

In order for family programs to be effective, we must remove the barriers experienced by almost every human service program, a terrible cycle of frantic proposal writing in order to ensure continued funding year after year. Evidence to date suggests that family programs seem to work! Programs need stable, long term funding and programs in order to become established and flourish.

**10. Evaluate programs appropriately**

These programs need to fine tune their program design through ongoing and summative evaluation which will meaningfully measure the impact of the program upon both adults and children.

**11. Support participative multicultural planning**

Given the changing demographics, family literacy programs should also acknowledge and reflect the specific needs of a growing number of bicultural or multicultural participants and continue to involve these parents in the planning and design of their own programs.

## Steps to teach collaboration skills

*Potential collaborations must receive training in the skills and process of developing interagency partnerships. Some useful skills might include the following:*

**Elements for Effective Technical Assistance**

a. How best to conduct a needs assessment of the community which identifies the values of the target group.
b. How best to understand the values of the different groups in the partnership.
c. How can a group learn to agree on some common values.
d. How to learn to listen respectfully to others opinions.

e. How to set a priority order for project objectives, e.g. starting with the most easily achievable objectives.
f. How to determine what resources are available compared with resources which are needed to serve the project.
g. How to identify the autonomy of individual players in the partnership and how to help them make communicate their agency's position within the group.
h. How to ensure communication both from the parent organization to the partnership and how to " report back".
i. What are the skills in conflict resolution and coming to consensus.

An outcome of this project was the development of a collaborative spirit among those working at the state library agency and the Massachusetts Department of Education, as well as members of the community agencies, adult education providers and the Massachusetts library community. There is an obvious recognition of the need to be more inclusive of libraries as potential partners in family literacy planning.

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## Conclusion

The summer after the family literacy conference, the project director was invited to participate on the adult education committee of a comprehensive statewide assessment of educational needs in the Commonwealth. In the final document coordinated by the Naples Institute of Mt. Ida College, *The Massachusetts Educational Inventory: Facts, issues and options regarding the future of education in Massachusetts*, it was stated, "Family literacy programs offer great potential because they are responsive to the needs of children, adults and the family unit. Family literacy programs should be encouraged and expanded. A vehicle is needed to do this... The Massachusetts Board of Library Commissioners, and local libraries, should be encouraged to take leadership in this effort in collaboration with schools, community institutions, and other appropriate partners."

In late 1991, the Governor of the Commonwealth called for a restructuring of education and created the new position of Secretary of Education with a mandate to oversee all education in the state. As a result of the educational inventory, the project director, educational consultant and others interested in family literacy were able to meet and discuss the need for family literacy with the Secretary. To this end, several paragraphs about the importance of family literacy were incorporated into the Governor's Educational Reform Bill which was issued in January, 1992.

The dedication of agencies/organizations providing coordinated literacy support services in Massachusetts has enabled us to make progress in serving the needs of adults and their families in a time when state and local budgets are being cut on a daily basis. The Board of Library Commissioners is committed to working to further develop literacy programs in libraries with a strong emphasis on local planning and interaction with our agency and other state organizations which can support this effort.

## APPENDIX

**Community Collaborations Teams:**

The following were among the principal agency representatives who worked together on a collaborative project. The project contact is denoted by an asterisk (*).

**Brockton**
Margy Akilian, Adult Education Specialist, Brockton Family Literacy Program
* Linda Braun, Brockton Adult Learning Center
Patricia Adams, Early Childhood Education Specialist/Brockton Family Literacy Program
Carol Duhamel, Brockton Public Library

**Fitchburg**
* Elizabeth Watson, Director Fitchburg Public Library
Louise Carpenter, Literacy Volunteers of Montachusetts
Judith Ann Pregot, Mount Wachusetts Community College, Adult Education Program
Robert Ciuffetti, Director, Education and Training, Montachusetts Opportunity Council, Inc.
Margaret Farry, Coordinator Central Massachusetts, SABES (System of Adult Basic Education Support).

**Greenfield**
* Michael Francheschi, Greenfield Public Library
Ryan Murphy, Dial Self Program
Lindy Whiton, Greenfield Community College
Phil Rabinowitz, The Literacy Project

**Peabody/Salem**
Brendan Walsh, Salem Public Schools/Director, Chapter One
Sylvia Mulcahy, Salem Public Schools/Chapter One
* Mary Ann Tricarico, Peabody Institute Library
Marjorie Empacher, Salem State College
Phyllis Rantz, Chapter One, Peabody Public Schools

**Somerville**
* Ann Dausch, Supervisor, Children's Services, Somerville Public Library
Walter Pero, Director SCALE (Adult Learning Center) Somerville Public Schools
Karen Lindberg, Early Childhood Supervisor
Susan Rabinowitz, Even Start Director, Somerville Public Schools
Maria Botehlo, Multicultural Literacy Links Project
Alberta Leach, Education Coordinator, CAAS-Headstart
Nomi Davidson, Somerville Even Start

**Wareham**
Susan Pizzolato, Wareham Free Public Library
Adelaide Gardner, Wareham Free Public Library
* Mary Jane Pillsbury, Director, Wareham Free Public Library
Patricia Moncey, Director Wareham Public Schools/Chapter One
John Amaral, Director, Wareham Adult Education Program

## A Selected Family Literacy Resource Collection for Parents and Teachers

Arnold, Lois. *Preparing Young Children for Science,* a book of activities. New York, NY: Schocken Books, 1980.

A variety of activities designed to present science material to children using materials which are easily found in the home environment.

Barton, Bob. *Tell me another.* (Storytelling and Reading Aloud at Home, at school and in the Community. Portsmouth, NH: Heinemann Educational Books, 1986.

How to select, make up and read stories to children.

Board of Cooperative Education *Two Hundred Ways to Help Children Learn.* Reston Publishing Co. Reston, VA.

A collection of games, activities and suggestions for preschool children which can be used at home or school.

Bogehold, Betty. *Getting Ready to Read.* New York, NY: Bank Street College of Education.

The developmental stages of children from infancy to age six are linked with practical games, activities which will help lay the foundation for reading.

Brazelton, T. Berry. *To Listen to a Child: Understanding the Normal Problems of Growing UP.* Reading, MA: Addison-Wesley, Reading, MA, 1984.

The noted Harvard pediatrician explores common childhood issues from the point of view of both the child and his/her parent.

* *Bringing Up our Children.* Billerica, MA: Curriculum Associates, 1991.

A series of easy-to read articles on family issues designed to promote literacy within the family.

Broad, Laura Peabody. *The Playgroup Handbook.* New York, St. Martin's Press, 1974.

Developed by two playgroup mothers, includes both seasonal and non seasonal activities arts and crafts, cooking, games, music, exercise in concise easy to read style.

Brown, Sam Ed. *One, Two Buckle My Shoe.* (Math Activities for Young Children). Mt. Ranier, MD: Gryphon Press, 1982.

Simple games which parents and teachers can follow develop math experience in such content areas as counting, matching, measurement, shapes, sequencing, estimation and future planning. Also by the same author as *Bubbles, Rainbows and Worms: Science Experiments for Preschool children.*

*Note: starred items (* ) are appropriate for use with beginning readers*

Butler, Dorothy *Babies Need Books*. New York, NY: Athenaeum, 1982.

Books should play a prominent part in children's lives from babyhood on. A teacher (who is also a parent) presents a sequence of recommended books and activities from babyhood through age six for parents to use with their children.

Butler, Dorothy. *Cushla and her Books*. Boston, MA: Horn Book Inc.

The true story of the remarkable effect of books on the development of a multihandicapped child.

Butler, Dorothy and Marie Clay. *Reading Begins at Home*. Portsmouth, NH: Heinemann Educational Books, 1982.

Practical, workable activities which parents can provide for children which foster prereading activities.

* *Calendar of Home Activities*. Billerica, MA: Curriculum Associates, 1991.

A full year of daily activities for parents and children to complete at home. Calendars are effective September- August of each year.

Clay, Marie *Writing Begins at Home: preparing children for writing before they go to school*. Portsmouth, NH: Heinemann Books, 1987.

Cohen, Dorothy. *The Learning Child: Guidelines for parents and teachers*. New York, NY: Schoken Books, 1972.

A classic in developmental psychology of children, the author who taught at the Bank Street College of Education explores the successive stages of child development and demonstrates how parents and teachers can support a learning environment.

Cole, Ann et al. *I saw a Purple Cow. (and 100 other recipes for learning)*. Boston, MA: Little Brown, 1981.

A how to book which encourages learning by doing; one-on-one and group activities which emphasize sharing between parent and child and support such important learning concepts as problem solving, reading/math skill building, and language development. Also by the same authors: *Purple Cow to the Rescue*.

Cowsill, Virginia. *Favorite Childhood Tales*. Syracuse, NY: New Reader's Press, 1990.

Four childhood tales written down for beginning adult learners to share with their children.

Dixler, Debby. *Crayons, Crafts and Concepts*. Bridgeport, CT: First Teacher Books.

Art activities organized around conceptual and theme areas which foster prereading skill development.

Evans, Judith *Good Beginnings: Parenting in the Early Years.* Ypsilanti, MI: High Scope Press, 1982.

In this practical manual, a developmental psychologist presents a variety of activities which parents can do and in terms they can understand during the seven stages from birth to 36 months.

Hearne, Betsy. *Choosing Books For Children: A Commonsense Guide.* New York, NY: Dell, 1981.

Selection of preschool books, easy reading for beginning readers and guidelines for choosing material for elementary around such areas as humor, poetry, mystery etc.

* Holstein, Barbara B. *The Childbearing Years.* Syracuse, NY: New Reader's Press, 1991.

A chronicle of prenatal care for mothers-to-be with low reading skills.

Indenbaum, Valerie. *The Everything Book.* Mt. Ranier, MD: Gryphon House, 1983.

Activities designed to foster a positive self image and enjoyment of learning around monthly and seasonal themes. Included are: arts and crafts, stories, math, fingerplays, songs and books to support each theme.

Isenberg, Joan. *Playthings as Learning Tools: A Parents Guide.* John Wiley. 1982.

Foster's development of children's language, thinking, mathematical reasoning skills with an emphasis on children from three to seven.

* Keller, Roseanne. *When a Baby is New and As a child grows.* Syracuse, NY: New Reader's Press, 1990.

Written for new adult readers to learn more about child development.

Kimmel, Margaret Mary. *For reading out loud!* Dell 1983.

An introduction to the world of quality books, this features an annotated list of 140 read aloud titles for children from kindergarten to eighth grade. Also includes tips for reading aloud.

* Lewis, Barbara. *A New Beginning.* Syracuse, NY: New Reader's Press, 1990.

A month by month guide to the development of an infant written for adult new readers.

McCue, Lois. *Learning Through All Five Sense. (A Language Development Activity Book).* Mt. Ranier, MD: Gryphon House, 1983.

The letters of the alphabet and phonetic sounds are taught through a series of activities which use all the five senses.

McMullan, Kate. *How to choose Good Books for Kids.*
Reading, MA: Addison Wesley, 1984.

An annotated booklist for preschool through middle school which helps papers select and motivate readers.

Marzollo, Jean and Janice Harper. *Learning Through Play.* New York, NY: Harper.

For parents or anyone who works with young children an inviting manual which presents topics, games and activities which teach learning through play.

* Push Literacy Action Now (PLAN). *Laying the Foundations: a Parent-Child Literacy Training Kit*, Washington, DC: n.d.

A training package for teachers and tutors working to develop parent-child curriculum with low literate parents. Accompanying video "From Crib to Classroom."

*Reading Rainbow: A Guide for Teachers*, Lincoln, NE: Programs 130. Great Plains Instructional Television, 1986.

Thirty of the popular Reading Rainbow (PBS series) books are presented with topics for discussion, activities and a supplementary booklist. An invaluable guide for parent or teacher.

Redleaf, Rhoda. *Open the Door, Let's Explore: Neighborhood Field Trips for Young Children.* Toy's n' Things Press. 1983.

A comprehensive guide to activities designed to help children from 28 learn from neighborhood walks and field trips.

* Smith, Beverly *The Long and Short of Mother Goose*, Syracuse, NY: New Reader's Press, 1990.

Sparling, Joseph and Isabelle Lewis. *Learning Games; For Threes and Fours.* New York, NY: Walker and Co., 1984.

Over 100 games for preschoolers to do with their parents which help prepare children fro following directions, answering questions, listening for letter sounds and getting ready to read.

Stetton, Mary. *Let's Play Science.* New York, NY: Harper Colophon Books, 1979.

Easy science activities with simple pictures and large print. Simply presented and easy for beginning adult readers to use with children.

Trelease, Jim. *The New Read Aloud Handbook.* New York, NY: Penguin Books, 1985.

A bestseller which promotes the importance of reading aloud to children for both parents and adults. Includes an annotated booklist of reading aloud favorites.

* Weinberg, Pamela. *Family Literacy and the School.* Syracuse, NY: New Reader's Press, 1990.

Written at a beginning reading level, this guide enables parents to understand the ways of communicating with schools.

Weingberg, Pamela. *Family Literacy and The School: How Teachers Can Help* Syracuse, NY: New Reader's Press, 1990.

A guide for public school teachers and administrators to make them aware of parents of children who may have problems with reading and how to communicate with them.

**Selected brochures/booklets:**

American Library Association. "How to Raise a Reader: Sharing Books with Infants and Toddlers." Chicago, IL, 1990.

Cooper, Grace "Parenting Curriculum" includes the following titles:
"Getting to know your baby and yourself/prenatal to birth"
"Your New Human/Birth to One Month"
"Learning about the World/One to Three Months"
"Your Baby Grows/Three to Six Months"
"Learning More Each Day/ Six to Nine Months"
"The End of the First Year/Nine to Twelve Months"

Available from: Child Welfare League of America, 1973. Washington. D.C.

Six booklets designed for adolescent mothers which include child care and developmental information written at an easy reading level.

National Association for the Education of Young Children. Washington, D.C. has an outstanding catalog of monographs, books brochures, posters and videotapes.

For example: "Toys, Tools for Learning " has a companion poster set.

Schickedanz, Judith "Helping Children Learn about Reading".

McCracken, Janet Brown "Keeping Healthy: Parents, Teachers and Children."

McCracken, Janet Brown "Off to a Sound Start: Your Baby's First Year."

**Resources for Family Literacy and Community Collaboration Program Development**

*America 2000: an Education Strategy: Sourcebook.* Washington, DC: U.S. Department of Education, 1991.

Barbara Bush Foundation for Family Literacy. *First Teachers:* Washington, DC: Barbara Bush Foundation, 1989.

*Beyond Rhetoric: A New American Agenda for Children and Families: Summary.* Washington, DC: National Commission on Children, 1991.

Bruner, Charles. *Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services.* Wash ington, DC: Education and Human Services Consortium, 1991

Clay, Marie M. *Observing Young Readers: Selected Papers* Portsmouth, NH: Heinemann Books, 1982.

Edelman, Marion Wright *Families in Crisis* Cambridge, MA: Harvard University Press, 1987.

Edelman, Peter and Radin, Beryl A. *Serving Children and Families Effectively: How the Past Can Help the Future.* Washington, DC: Education and Human Services Consortium, 1992.

Edwards, Patricia. *Parent's as Partners in Reading: a Family Literacy Training Program.* Chicago, IL: Children's Press, 1990.

Goelman, Hillel, Oberg, Antoinette and Smith, Frank. *Awakening to Literacy.* Portsmouth, NH: Heinemann Books, 1984.

Goldsmith, Ellen and Handel, Ruth. *Family Reading: an Intergenerational Approach to Literacy,* Syracuse, NY: New Reader's Press, 1990.

Greene, Ellin *Books Babies and Libraries: Serving Infants, Toddlers, Their Parents and Caregivers* Chicago, IL: American Library Association, 1991.

Hall, Nigel. *The Emergence of Literacy* Portsmouth, NH: Heine mann Books, 1987.

Habana-Hafner, Sally and Reed, Horace B. & Assoc. *Partnerships for Community Development: resources for Practitioners and Trainers.* Amherst, MA: University of Massachusetts (Center for Organizational and Community Development), 1989.

Heath, Shirley Brice. *Ways With Words: Language, life and work in communities and classrooms.* Cambridge, England: Cambridge University Press, 1983.

Himmelman, Arthur S. *Literacy Kit: Communities working collaboratively for a change.* Alexandria,VA: United Way of America. Community Initiative Division, 1990.

Humes, Barbara and Cameron, C. *Library Literacy Program: Analysis of Funded Projects,* Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, 1990.

Illinois Literacy Resource Development Center. *The Mechanics of Success for Families: An Illinois Family Literacy Report.* Rantoul, IL: ILRDC, 1990.

Johnson, Debra Wilcox and Edmonds, Leslie *Family Literacy Library Programs: Models of Service* Des Moines, IA, State Library of Iowa, 1990.

Kagan, Sharon et al. *America's Family Support Programs.*
New Haven, CT: Yale University Press, 1987.

Kagan, Sharon *United We Stand.* New York, NY: Teachers College Press, 1991.

Laminack, Lester. *Reading with Children Handbook.* Syracuse, NY: Literacy Volunteers of America, 1989.

*Less Suffering, Less Fear: Meeting the Needs of America in the 90's: Report of the AJ Congress Task Force on the Unmet Needs of Low Income Households* New York, NY : American Jewish Congress, 1991.

Levy, Janet E. and Copple, Carol *Joining Forces: A Report form the First Year.* Alexandria, VA: National Association of State Boards of Education, 1989.

Literacy Volunteers of America. *How to Start a Family Literacy Project.* Syracuse, NY: Literacy Volunteers of America, 1991.

McCracken, Robert and Marlene. *Stories, songs and Poetry to teach reading and writing.* (Literacy through Language). Chicago, IL: American Library Association, 1986.

McGee, Lea M. and Richgels, Donald J. *Literacy's Beginnings: supporting young readers and writers.* Boston, MA: Allyn and Bacon, 1990.

McIvor, Conlan (Ed.) *Family Literacy in Action: A survey of successful programs* Syracuse, NY: New Reader's Press, 1990.

Nash, Andrea. *English Family Literacy: An Annotated Bibliography.* Boston, MA: English Family Literacy Project, University of Massachusetts, 1987.

National Center for Family Literacy. *A Guide to Funding Sources.*
Louisville, Kentucky: National Center for Family Literacy, 1991.

National School Boards Association. *Link Up: A Resource Directory, Interagency Collaborations to Help Students Achieve.* Alexandria, VA: 1991.

National Voluntary Health and Social Welfare Organization. *Community Collaboration Manual.* Washington, DC: 1990.

Nickse, Ruth S. *Family and Intergenerational Literacy Programs: An Update of "The Noises of Literacy"* Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education. Ohio State University, 1990.

Reading is Fundamental, Inc. *Family Literacy: Eight Model Programs from Reading is Fundamental.* Washington, DC: 1990.

Rockefeller Foundation. *Literacy and the Marketplace: Improving the Literacy of Low-Income Single Mothers.* New York, NY: 1989.

*SCANS Blueprint for Community Action: Building Community Coalitions.* Washington, DC: Secretary's Commission on Achieving Necessary Skills (SCANS). U.S. Department of Labor, 1991.

Schorr, Lisbeth. *Within our Reach: Breaking the Cycle of Disadvantage.* New York, NY: Doubleday, 1988.

Smith, R.C. and others. *Let's Do It Our Way: Working Together for Educational Excellence (A Handbook for School Community Collaboration).* Chapel Hill, NC: MDC, Inc. 1991.

Sticht, Thomas and McDonald, Barbara. *The Intergenerational Transfer of Cognitive Ability.* Vols. I & II. Norwood, NJ: Ablex, 1991.

Solorzano, Ronald W., Ph.D and Baca, Reynaldo. *An Evaluation of California's Families for Literacy Program.* Pasadena, CA: Educational Testing Service, Southern California Field Office, 1991.

Taylor, Denny *Family Literacy: Young Children Learning to Read and Write.* Portsmouth, NH: Heinemann Educational Books, 1983.

Taylor, Denny and Dorothy Strickland. *Family Storybook Reading.* Portsmouth, NH: Heinemann Educational Books, 1986.

*What it takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services.* Washington, DC: Education and Human Services Consortium, 1991.

Weiss, Heather B. and Jacobs, Francine H. Eds. *Evaluating Family Programs.* New York, NY: Aldine de Gruyter, 1988.

*Youth Indicators, 1991: Trends in the Well-Being of American Youth.* Washington, DC: U.S. Department of Education. Office of Educational Research and Improvement, 1991.

**Audio/Video**

*Family Reading: An Intergenerational Approach to Literacy: Training Video* Syracuse, NY: New Reader's Press, 1990.

*First Things First.* Pittsburgh, PA: WQED, 1990.

*From Crib to Classroom* Washington, DC. Push Literacy Action Now (PLAN), 1990.

*Getting Others Involved in Children's Education* Pittsburgh, PA: WQED, n.d.

*Parents and Children Together.* Bloomington, IN: Family Literacy Center at Indiana University. (Monthly audio journal which encourages parents to read to their children.)

*Read to Me* Barksdale, MD: Idaho Literacy Project Video (Distributed by the International Reading Association, 1991.

*Reading to Your Children.* Billerica, MA: Curriculum Associates. 1991.

*Reading with Children: Training Module.* Syracuse, NY: Literacy Volunteers of America, 1989.

**Community Collaborations for Family Literacy Questionnaire**

**Name:** **Title/Position:**
**Address:**
**Library/Agency/Organization:** **Telephone:**

1. What attracts your organization to this project?

2. Have you or your organization participated in a community collaboration before this? It so, was it a worthwhile experience? How could it have been better?

3. What can your organization contribute to a community collaboration?

4. As an individual, what can you contribute to this collaboration?

5. List two or three expectations that you and your agency may have for this project.

Your agency:

Your own expectations:

6. What barriers do you anticipate may be a challenge to achieving these expectations, if any?

(over)

7. What is your working definition of "family literacy"?

8. Is a family literacy program needed in your community? What makes you think so?

9. List the names of agencies from your community who are collaborating with your agency on this project. List any mission or purposes of these organizations with which you are familiar.

| Agency Name | Mission/Purpose |
|---|---|
| a. | a. |
| b. | b. |
| c. | c. |
| d. | d. |

**AGENDA FOR PLANNING WORKSHOP**
**Friday, December 14, 1990**
**Framingham Public Library**
**9:30 a.m. to 4:00 p.m.**

| | Activity | Time |
|---|---|---|
| I. | Coffee | 9:30-10:00 |
| II. | Introductions (S. Shelley Quezada)<br>Goals and Agenda for the Day<br>(Cristine Smith, World Education) | 10:00-10:00 |
| III. | Overview and Goals of the Project | 10:15-10:30 |
| IV. | Introductory Discussion on Family Literacy<br>Rational, Typology<br>(Dr. Ruth Nickse Consultant, Nickse Associates) | 10:30-11:15 |
| V. | First Steps in Needs & Resource Assessment:<br>Community Mapping Exercise<br>(in community groups)<br>(Cristine Smith) | 11:15-12:30 |
| VI. | LUNCH: Informal grouping of ABE, School, Library and Support Service People (Provided by MBLC) | 12:30-1:15 |
| VII. | Description of Family Literacy Programs and Designs<br>(Dr. Ruth Nickse) | 1:15-2:30 |
| VIII. | Next Steps: goal setting exercise, introduction to steps in planning process, setting up first meeting date and agenda, etc.<br>(in community groups)<br>(Cristine Smith) | 2:30-3:30 |
| | Sharing ideas with whole group generating list of materials or TA that community groups need from project staff (Cristine Smith) | 3:30-3:45 |
| IX. | Evaluation of Planning Workshops<br>(Cristine Smith) | 3:45-4:00 |

COMMUNITY COLLABORATIONS FOR FAMILY LITERACY

Local Site Meeting Record

Project Name: Location:

Recorder: Observer:

Date:

1. Agenda for Meeting Includes:

2. List of Participants Attending and/ Agency Represented:

3. Key Decisions Reached at this meeting include:

4. Achievements to date include:

5. Barriers to progress include:

6. Assignments for individuals/agencies and due dates includes:

7. Next meeting date, location and time:

8. List any informal meetings held or telephone contacts:

Other comments:

Thanks for contributing this information

# BUILDING COLLABORATIONS FOR FAMILY LITERACY

## A STATEWIDE INVITATIONAL CONFERENCE

**Friday June 14, 1991** **8:30-4:00 p.m.** **Bentley College, Waltham, MA**

You have been selected to participate in the first statewide conference which will provide a comprehensive overview of some of the most important issues in family literacy. This conference will convene a group of adult educators, librarians, Chapter One and local school personnel, family support service professionals and others interested in building a structure for family literacy at both state and local levels.

*This conference will address:*

- **Building collaborations to support family literacy**
- **Issues and models of practice in family literacy**
- **The role of federal and state funding in family literacy**
- **Federal and state policy on family literacy**

*Working Sessions topics will include:*

- **Emergent Literacy**
- **Design of Instruction and Assessment**
- **Research in Family Literacy**
- **Multicultural issues in Family Literacy**

***Featured Keynote Speaker:***

**Thomas Sticht**, Applied Behavior and Cognitive Sciences, El Cajon, California

*The Intergenerational Transfer of Cognitive Skills: A Justification for Family Literacy?*

*Confirmed speakers:*

Antonia Stone President Playing to Win on using computers for family math
A Representative from the National Center for Family Literacy in Louisville, Kentucky
Patty Edwards, Michigan State University, author of *Parents as Reading Partners*
David Dickinson, Clarke University, on emergent literacy
Gail Weinstein-Shr, U. Mass. Amherst, on multicultural issues in family literacy
Dick McLaughlin, Lawrence Public Library - about the Barbara Bush Foundation for Family Literacy Project
Ruth S. Nickse, speaking on the evaluation of family literacy projects
Eleanor Davis, Amesbury and Lorraine Burgoyne, Lowell - Program Directors of Massachusetts' *EVENSTART*
Gwen Morgan, Wheelock College, Boston, on building collaborations
Mary Reilly, Dorcas Place, Providence Rhode Island

This conference is supported in part by an LSCA Title VI grant to the Massachusetts Board of Library Commissioners and is offered by invitation to the Massachusetts community to enable building a statewide infrastructure for family literacy. We are collaborating with generous support from the Massachusetts Department of Education, Bureau of Adult Education; SABES, Quinsigamond Community College and Bentley College.

A registration fee of $20.00 includes a box luncheon, and coffee/tea breaks and free onsite parking.

*Other conference bonuses include:*

*Special poster sessions presented by selected Massachusetts communities which are collaborating on family literacy projects*

*Selected exhibits will feature both print and non-print materials in support of family literacy*

*Information on EVENSTART, Reading is Fundamental, the Barbara Bush Foundation for Family Literacy and selected descriptions of other state and national projects will also be available.*

*Pre-registration is required because space is limited: Please tear off the reservation slip, enclose a check for $20.00 for each participant made payable to Quinsigamond Community College and return to : Shelley Quesada, Massachusetts Board of Library Commissioners, 648 Beacon St. Boston, MA 02215. Tel: (617)267-9400 or 1-800-952-7403.*

Registration confirmation, program update and a map to conference site will be sent out in early June.

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**Please detach this form and return no later than May 23, 1991- Space is limited!**

## Building Collaborations for Family Literacy Conference

Name:_____ Title:_____

Agency/Organization:_____

Address:_____

City:_____ State:_____ Zip:_____

Phone: ( ) _____

**Lee McGee**, Boston College, Chestnut Hill, MA.
*"Using Environmental Print to Initiate Beginning Reading with Children"* Room 141

**Robert Needleman, M.D.**, Boston City Hospital, Boston, MA *"Reach out and Read: Using the Pediatric Clinic to Support Literacy With At Risk Families"* Room 160

**Elizabeth Stahl**, Wheelock College, Boston, MA
*"Stride Rite Intergenerational Project: A Public/Private Partnership"* Room: 143

**CLOSING PLENARY SESSION:** 2:45-3:30 p.m.
The Pavilion
*"Issues and Concerns in Family Literacy: Developing a Vision for Massachusetts"*

**Commissioner Harold Raynolds Jr.**, Massachusetts Department of Education
**Thomas Sticht**, Applied Behavioral and Cognitive Sciences
**Robert Spillman**, National Center for Family Literacy
**Patricia Edwards**, Michigan State University
**Elizabeth Twomey**, Associate Commissioner for School Programs, Massachusetts Department of Education
**Robert Bickerton**, Director, Bureau of Adult Education, Massachusetts Department of Education
**Linda Braun**, Program Director, Brockton Adult Learning Center, Family Learning Program, Brockton, MA
**Ruth S. Nickse**, Nickse Associates, Moderator

WRAP-UP and AUDIENCE QUESTIONS
3:30-3:45 p.m.

3:45-4:30 p.m. POST-CONFERENCE RECEPTION
(Registration area)

This conference on "building collaborations" is made possible with strong support of public/private organizations and institutions. It is cosponsored by the "Service Learning Project" at Bentley College. It has been generously supported by the Massachusetts Department of Education, Bureau of Adult Education and the System for Adult Basic Education Support (SABES) Centers. Quinsigamond Community College has generously acted as fiscal agent. Funding is provided in part by an LSCA Title VI grant from the Office of Educational Research and Improvement (OERI), U. S. Department of Education and administered by the Massachusetts Board of Library Commissioners.

*Project Coordinator:* **Shelley Quezada**, Massachusetts Board of Library Commissioners, 648 Beacon St. Boston, MA 02115 (617) 267-9400

*Project Consultant:* **Ruth S. Nickse**, Nickse Associates

# BUILDING COLLABORATIONS FOR FAMILY LITERACY

*A Statewide Invitational Conference*

*June 14, 1991*
*Graduate Center*
*Bentley College, Waltham, MA*

**Registration and Coffee**
**8:00- 9:00 a.m.**

**PLENARY SESSION:** **9:00- 9:50 a.m.**
The Pavilion

*Welcome:* Philip Friedman, Provost, Bentley College

**KEYNOTE ADDRESS:**
*"The Intergenerational Transfer of Cognitive Skills: A Justification for Family Literacy?"*
**Thomas Sticht**, Applied Behavioral and Cognitive Sciences, Inc., El Cajon, CA

**CONCURRENT SESSIONS: 10:00 - 10:50 a.m.**

**Patricia Edwards**, Michigan State University, Lansing, MI
*"Building Collaborative Working Relations with Non-Mainstream Parents, and Children: A Discussion of Parents as Partners in Reading"* Room: The Pavilion

**Antonia Stone**: President, Playing to Win, New York City
*"Parents, Kids and Computers"* Room 160

**Shell Wortis and Lynne Hall**: Literacy Connection, Cambridge Public Schools, *"Using Whole Language Materials in the Multicultural Classroom"* Room 143

**Mary Reilly**, Director, Dorcas Place, Providence, RI
**Lili Saelekus**, Coordinator of Students
*"Dorcas Place: a Holistic Learning Center Addressing the Needs of Single Parent Families"* Room 141

**CONCURRENT SESSIONS: 11:00 - 11:50 a.m.**

**David Dickinson**, Clarke University, Worcester, MA
*"Sowing the Seeds of Literacy: Supporting Early Literacy Through Oral Language Experiences in Home and School"*
Room: The Pavilion

**Ruth S. Nickse**, President, Nickse Associates, Brookline, MA *"A Typology for Family and Intergenerational Literacy Programs: Implications for Evaluation"* Room 160

**Gail Weinstein-Shr**, University of Massachusetts, Amherst, MA *" Using Students' Stories to Link the Generations in Multilingual Communities "* Room 143

**Mary Jane Schmidt**, Massachusetts Dept. of Education, Bureau of Adult Education; **Esther Leonetti** and **Linda Huntington**, Community Learning Center, Cambridge
*"Family Literacy: Don't Forget Family Math!"*
Room 141

**LUNCH 12:00 - 12:45 p.m.**

Box lunches will be served in the Registration Area.

*PLEASE TAKE THIS OPPORTUNITY TO VISIT: Rooms 164-161-163*

**POSTER SESSIONS:** Descriptions of Family Literacy/EVENSTART Projects. Project staff will be available during lunch to answer questions. A wealth of handouts/information will be available in the poster/exhibit area.

**EXHIBITS:** The following selected publishers' exhibits focus on family literacy activities and have helped support this conference: Children's Press, Curriculum Associates, Educator's Publishing Service, Jostens Learning Corporation, New Reader's Press. (Room 164)

**VIDEOS:** Featured videos of interest to family literacy programs will be shown in the exhibit area (Room 164) during registration and lunch.

**AFTERNOON PLENARY SESSION: 12:50 - 1:40p.m.**
The Pavilion

*Featured speakers:*

**Robert E. Spillman**, Vice-President, National Center for Family Literacy, Louisville Kentucky.
*"Developing Collaborations for Family Literacy: A National Perspective"*

**Mary Haggerty**, Program Coordinator, Reading is Fundamental, Washington, D.C.
*"Reading is Fundamental to Family Literacy"*

**CONCURRENT SESSIONS: 1:45 - 2:40 p.m**

**Richard McLaughlin**, Project Director, Lawrence Public Library, Lawrence, MA, **Teresa Williams**, Literacy Specialist and **Antonia Jain**, Children's Assistant.
*"The Newcomer Family Literacy Program- a Barbara Bush Foundation for Family Literacy Project"*
Room: The Commons (3rd Floor)

## CCFL PROGRESS REPORT

Thanks for taking time to answer this brief progress report on the Community Collaborations for Family Literacy Project.

The information you provide will help us to better understand your needs in a collaborative project like this, which is a new experince for most of us.

Please return completed Progress Reports to Shelly Quezada in the envelope provided by August Write additional information on the back or attach sheets-- the more we know, the faster we learn!

1. How would you rate your community's progress to date in the CCFL project? Check which term describes your situation.

___ just getting started with collaboration
___ working out the kinks in our collaboration
___ all things considered, our collaboration is working well
___ all things considered, our collaboration is terrific
___ no noticeable progress in our collaboration

Comments:_____
_____
_____
_____

2. Rate the helpfulness of the following formal and informal CCFL events to your community's project. Write "1" for the most helpful event, "2" for the next most helpful, and so on until you rate an event as a "7", for the least important.

___December training workshop
___visits of CCFL staff to your community
___other contacts with CCFL staff ( telephone conversations, etc.)
___June Family Literacy conference
___ interactions with local collaborators
___interactions with others interested in collaboration/family literacy
___other, please explain

Comments:_____
_____
_____
_____

3. What did your collaboration get out of the June Conference? Check all that apply.

___ more information on collaborations,
___ more information on family literacy
___ new contacts
___direction, guidance, for our project
___ new ideas
___ useful materials
___ information on funding sources
___inspiration, courage to continue

Comments:_____
_____

4. List one or two actions your collaboration will take as a result of the conference

5. List two or three main achievements your collaboration for family literacy has accomplished to date.

6. List any current or potential barriers in your community to collaboration and the family literacy agenda

7. What help ( information, resources ) do you as a collaboration need to reach your community's goals for the CCFL project?

8. D you think that developing some sort of handbook about collaborations in family literacy based on this project's experience is ( check yuur reaction)

__ a dynamite idea
__ an ok idea
__not a good idea

Additional Comments :

Nickse Associates 7/14/91

Please use enclosed mailing label:

# Community Collaborations for Family Literacy

## CONFERENCE FOLLOW-UP

Greetings from the CCFL project! We know you attended the family literacy conference in June at Bentley College . We're interested in your reaction to the conference, and encourage you to fill out and return this simple form. Use the back of this sheet if you have helpful comments. We are putting together a Handbook on how to develop community collaborations for family literacy, and as an incentive, all who return this questionaire will receive a copy when it is completed. If you want one, sign your name in the space provided. We have your address. Thanks for your cooperation.

1. What did you get out of the Family Literacy Conference? (Check all that apply)

1.____ more information about collaborations
2. ____more information about family literacy
3. ____new contacts, networks
4. ____direction, guidance, inspiration, for a family literacy project
5. ____new ideas
6.____ I recognized that family literacy is a valuable approach

Comments:_____

_____

_____

2. What have you or your agency done, or intend to do as a follow -up to the conference? (Check all that apply.)

1.____ get more information about collaborations
2.____ get more information about family literacy specifically
3.____ initiate a collaboration in your community
4.____ join an existing community collaboration
5.____ visit a family literacy program
6.____ write a family literacy proposal
7.____ look for funding for a family literacy proposal from a public or private organization

Comments: _____

_____

_____

3. If you are planning some follow-up activity, what resources do you /your agency need to establish or maintain a family literacy project ? (Check all that apply and give specifics under "comments')

1.___ information
2.___ collaborators in your local community
3.___ a place to meet
4.___ funding (seed on -going support, or supplementary).
5.___ ideas about how to do family literacy
6.___ other

Comments: _____

_____

_____

Print your name:_____

**Community Collaborations for Family Literacy**
**Fall Meeting**
**September 20, 1991**
**Shrewsbury Public Library**
**Shrewsbury, MA**
**Time: 9:30 - 1:00 p.m.**

| | | |
|---|---|---|
| 9:30-10:00 | a.m. | Coffee and Networking |
| 10:00-11:30 | a.m. | Project Reports (about 12 minutes each)<br>Large Group Activity |
| 11:30-12:15 | p.m. | What did we learn?<br>What is most helpful for collaborations?<br>Small Group Activity |
| 12:15-12:30 | | General Discussion: How would you evaluate this project? |
| 12:30-1:00 | | Information on MBLC Grant Round and other possible funding |

Please use enclosed map. The library is not open until 10:00 a.m. however, you can enter through the MAIN DOOR off the parking lot anytime after 9:15 a.m. Someone will be there to let you in.